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ABSTRACT

Strategies for devising primary grade academic learning activities that promote cultural diversity are provided. Based on the responsive multicultural basic skills (RMBS) approach, the strategies emphasize skill development, incorporate content from a diversity of cultural groups into all parts of the curriculum, and provide each child with opportunities for using his or her own world view as an asset for learning. Following a brief introduction, section 2 of the handbook discusses how to use the combined or infused curriculum. The third section focuses on teaching and learning methods for using the RMBS approach. Procedures for combining academic and multicultural learning activities are presented in section 4. Examples of multicultural/academic classroom activities are provided in section 5. Included are activities to motivate children's interest in a culture, activities that assess growth and help students integrate new information, and exercises that combine multicultural learning with reading, language arts, and math. The concluding section contains activities that parents can participate in at school and provide at home. (RM)

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1981

CHILDREN'S WORLD VIEW: THE BASIS FOR LEARNING ACTIVITIES

by

Francione N. Lewis

with

Jane Margold,
Writer/Editor

and

The teachers and parents who participated
in the RMBS Project from

Washoe County School District, Nevada
Fresno Unified School District, California

ABOUT THE AUTHORS

FRANCIONE N. LEWIS

As Principal Investigator/Director of the Far West Laboratory's Responsive Education Program and Responsive Multicultural Basic Skills Project, Francione Lewis refines the conceptualization of an educational approach and directs and manages the delivery of this educational approach to 14 school districts in 13 states. Her past experiences include facilitating workshops on-site with administrators, principals, teachers and parents to promote educational change; coordination of her program staff's development of curricular materials; and development of the Responsive Education Program's position statement on promoting cultural pluralism. Certified as a community college instructor, as a secondary education teacher and as a provider of administrative services, she has taught at the preschool, high school and college levels. She has made several presentations at such national and state conferences as the Association for Supervision and Curriculum Development, Association for the Education of Young Children and California Bilingual Association. She has also consulted in Colombia and Guyana, South America in the areas of preschool education and cultural pluralism. Among the books Ms. Lewis has authored, two are titled: Responsive Staff Development: The Responsive Process for Facilitating Learning and Selecting Children's Books From A Black Perspective. Ms. Lewis has a B.A. in home economics education and art, an M.A. in educational administration with emphasis in early childhood and is currently completing doctoral work that combines educational administration, multicultural learning and early childhood education.

JANE MARGOLD

A writer, journalist and curriculum designer who has lived in five countries, Jane Margold has worked on a range of multicultural curriculum materials, including a set of multicultural math, science, reading and language arts books for primary-school children and a sourcebook for high school students on Chinese, Chinese-American, African and African-American women. She has taught English and language arts to Japanese high school graduates and graduate students and has provided workshops in curriculum design to school personnel in the Northern Marianas School District, Saipan and the Palau Islands School District in the U.S. Trust Territories. She has a B.A in comparative literature from Brandeis University and a M.S. in journalism from Columbia University.

These handbooks are dedicated to

My Sons, "Ahlee" and Frederic Lewis. . .

Recognizing the importance of using the student's world view is vital to me as I encourage school staffs to see their background and experiences as assets for learning.

Rev. W. Hazaiah Williams. . .

An example of one who believes and, therefore, makes a vision come to life.

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PREFACE

The Purpose of the Responsive Multicultural Basic Skills Handbook

The purpose of this set of handbooks is to provide teachers and interested parents with a rationale for helping children learn about and value their own culture and other cultures while acquiring basic academic skills. At the same time, the books offer many concrete strategies for devising academic learning activities for children that promote cultural diversity and make use of each child's unique world view.

Since the aspects of the educational process that teachers and parents can most readily influence include learning experiences, instructional methods, materials and resources, the handbooks narrow their focus to these areas. We therefore anticipate that as a result of using the books, readers will:

- be aware of the importance of using primary school-aged students' world view as the basis for guiding their learning in school

- be familiar with methods that can be used to discover a child's world view and help that child make what he or she learns personally meaningful

- be familiar with methods for guiding learners to acquire information about themselves, their own cultural groups and other groups

- be exposed to one procedure for combining academic and cultural learning activities

- be familiar with a sample of learning activities that other teachers and parents have successfully used

Some readers will find that they can use or adapt the learning experiences described in the second handbook just by reading and visualizing how an activity may be carried out. Others may prefer to use the activities after hearing a facilitator discuss the methods to be used and demonstrate the activities at inservice training sessions.

In deciding which activities to use with children, it is important to realize that the handbooks are not intended to provide a sequential curriculum with a sequential set of learning activities that are keyed to the attainment of a prescribed series of objectives. Rather, by becoming familiar with the recommended procedure for combining multicultural and academic activities, we expect that the teacher or the interested parent will be able to identify desirable learning objectives and develop activities that are appropriate for the particular children with whom he or she is working.

The basic procedure that we have described--the Responsive Multicultural Basic Skills approach--grew out of ten years of implementation experience that the program staff has had in delivering the Responsive Education Program to teachers, parents, staff developers and some eight thousand children in fourteen school districts throughout the United States. This program, which has served as a parent structure for the Responsive Multicultural Basic Skills (RMBS) approach, focuses on helping children develop healthy self-concepts, problem-solving abilities, and the other cognitive, social and affective skills that are needed for productive functioning in a pluralistic society. The RMBS approach was refined during a one-year project that involved teachers and parents from two school districts (Reno, Nevada and Fresno, California), the project director and a staff trainer. As a result of the staff development that the teachers and parents received, they devised and tried out activities that would help primary school children learn multicultural content as they practiced academic skills in their classrooms and at home. Those activities that were successful were documented and used as the specific examples that illustrate how to put the methods and procedures discussed in the handbooks into practice.

It is our hope that this set of books will have meaning for you and your students. And, that as a result of this effort, your children will be provided with a fair opportunity to acquire those skills and competencies that will equip them to be productive members of the society in which we live.

I. INTRODUCTION

A. The Responsive Multicultural Basic Skills Approach

The approach that we suggest is based on several concerns about the nature of our society today. The first is that our current school curriculum tends to be heavily Anglocentric, when in fact American society is culturally and ethnically pluralistic. Because diverse groups of people have influenced our history and continue to contribute to all aspects of American culture, our approach is based on the idea that the school curriculum should reflect the multicultural nature of the society. To accomplish this, we suggest incorporating content from a diversity of cultural groups into the curriculum materials, into all learning activities and into every part of the curriculum and instructional methods.

The second concern is that through exposure to the mass media as well as to peers, family members and others, children are continually learning about diverse groups of people, including their own ethnic or cultural group. But the information they receive is often limited at best and derogatory and inaccurate at worst. In the belief that the people in today's world are too mobile and interdependent for members of the population to continue to learn about themselves and others in random, or simplistic ways, the Responsive Multicultural approach is designed to help children acquire information about and to gain respect for diverse groups of people within their own local community and the larger society.

The third concern focuses on the perspectives of the children in the classroom. Currently, these students come from many diverse ethnic/cultural, national and social-class backgrounds. Because of their different cultural values and experiences, these children may speak a dialect or language that is distinct from standard English, may be motivated by different goals and stimuli and may have patterns of learning that are unfamiliar to white, Anglo-Saxon, middle-class Americans and others who have assimilated the majority group culture. The curriculum approach used in this book thus makes every effort to provide these children with opportunities for using their world view as an asset for learning. This means that children will be able to learn from, integrate and apply information generated by a diversity of cultures--especially by those most familiar to the learners within the classroom. It also means that all children will be given a fair opportunity to learn and that all children will be challenged by a broad range of curricular experiences so that all have an opportunity to succeed.

B. Creating A Pluralistic Classroom Environment

Because of these three concerns, we believe that effective multicultural education entails more than helping children acquire superficial information about groups of people during celebrations and holidays.

Rather, multicultural content and processes should be a regular part of academic instruction. For example, in a pluralistic classroom, children still learn computation skills, but they are given the opportunity to use their math skills to understand relationships between numbers, people and objects. They may learn by charting patterns, making graphs, or classifying things or ideas. Lessons are presented in a way that encourages problem-solving (i.e., inductive thinking) as well as deductive thinking and children experience not only tactile and visual activities but kinesthetic activities, where they can put together materials or construct a new object. They also participate in activities that allow them to complete a task and learn with one or more other students.

In language arts, the children are encouraged to express their own ideas, using standard American English as well as non-standard English and foreign languages. Because the teacher wants the students to feel comfortable about their own and others' cultural differences, he or she accepts the language the children use but also aids students in learning the culture of the school so that they will be equipped to be successful in their later school years and in the market place. Similarly, children learn the standard forms for written expression but also have the opportunity to develop a facility for creative expression, using some of the methods or forms that come from their own cultural milieu.

During all lessons, teachers continually challenge children to think by raising questions that encourage them to elaborate on their own ideas and analyze, reorganize and evaluate the ideas that are presented. The resources and materials in the classroom represent a diversity of cultural and ethnic perspectives and children are encouraged to use a variety of strategies to comprehend written material. Reading is presented to the students as a tool they can rely upon to seek information and solve problems. While the children practice their analytical, decision-making and other skills, the teacher also helps them try to understand human behavior and relationships.

C. The Benefits of Combining A Multicultural Curriculum With An Academic Curriculum

In classrooms where curricular offerings are expanded and children are given alternative means of accomplishing goals, students are able to develop their problem-solving and critical abilities. When cultural diversity is accepted and used to foster learning, teachers* report that the children "brighten up" and express their ideas more freely. They are more knowledgeable about their own culture and seem to be excited about school and what they are learning. It is important to note, however, that if acquiring cultural knowledge is basic to long-term success in a diverse, pluralistic society, so, too, is mastering academic skills. Since studies have shown that academic performance is best among children who spend much of their time performing academic tasks (as opposed to spending their time preparing to do the tasks),* we have no desire to take away from this important focus. Rather, it is our approach to use content and processes during these learning moments that enable children to understand information about a diversity of cultures instead of just the majority group culture. This handbook is thus intended to explain what a combined or infused curriculum entails, to provide examples of activities for teachers and parents and to suggest a teaching methodology that uses the learner's world view as the basis for learning.

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*In the classrooms in California and Nevada where teachers have tried the Responsive Multicultural Basic Skills approach.

D. General Principles To Follow In Setting Up A Multicultural Learning Environment

How can children's diverse world views be made a part of all aspects of the curriculum? What should the teacher do to ensure effective results? We believe that teachers and parents who follow the set of principles below will help children from diverse cultural groups experience a fair opportunity to learn:

- The children's experience, backgrounds and interests are assets.

  Children bring to school diverse values, concerns, interests and ways of doing things that they learned from their families and their ethnic and cultural groups. All these ideas and skills can be built upon and are thus assets.

- Children develop increasing responsibility for and control of their own learning.

  The goal of becoming a self-directed learner is an important one for every child. To help children attain this goal, the teacher offers guidance but makes sure that children have opportunities to decide which areas of study they would like to focus upon and what their manner of study will be. Children thus have the chance to explore, question and try out new things in a safe environment.

- Children acquire skills and concepts in the context of meaningful, integrated learning experiences.

  Learning is most productive when students acquire skills and concepts through activities that are in themselves meaningful to the students because they are related to the latter's knowledge and experience base.

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*Fisher, Charles W. et al., "Teaching Behaviors, Academic Learning Time and Student Achievement: An Overview" in Denham, Carolyn and Lieberman, Ann, co-editors, Time to Learn, A Review of the Beginning Teacher Evaluation Study (Washington, DC: National Institute of Education, May 1980) pp. 15-16.

- Learners share their knowledge and their personal and cultural experiences with each other.

  Children learn from and with each other if they have opportunities to express themselves and communicate freely. They hear different ideas and viewpoints, find common interests and goals and learn new ways of doing things. This sharing of differences and similarities creates rich, multidimensional learning experiences.

E. Summary

As a result of participating in multicultural/academic learning activities that are presented within the type of environment described on the previous pages, children will be able to formulate concepts about the self, the family, ethnic groups and the community that will give them a basis for understanding human nature and interactions. Parents can play a vital role in this learning process by providing experiences for the children that will foster and support the children's sense of self-worth and their respect for other people. At the same time that children are developing socially and emotionally in these ways, they will also be continuing to improve their reading, language arts and math skills, since practice in mastering these skills is built into every aspect of the combined multicultural/academic curriculum.

II. UNDERSTANDING AND PREPARING TO USE THE COMBINED OR INFUSED CURRICULUM

A. A Look At A Responsive Multicultural Classroom

One day, near the end of a unit on Japanese culture, the children in Mrs. Lopez' class made the popular Japanese dish, tempura.* Although the children were first-graders, they were able to use a recipe, since it was written in rebus symbols that allowed the children to figure out the words that were unfamiliar by looking at pictures of the words.

That afternoon, the children washed the vegetables and cut them into similar-sized pieces. As the children sliced the vegetables, Mrs. Lopez challenged each by asking him or her to apply what the children had practiced on math worksheets. She would say, "Juan, cut the zucchini in quarters; Togo, cut the eggplant in eighths; and Sarah, will you cut the onion in half first and then cut smaller pieces."

While these children were cutting, two others were using the measuring tools to measure the proper amount of butter and other ingredients for the sauce. Each child in the group had an opportunity to choose the particular vegetables he or she wanted to cook. As they prepared the tempura, the children chattered, "I don't like onions." "What is this stuff? Is this eggplant?" After coating the vegetables with the batter and starting to deep-fry them, others asked: "How do you know when it's done?"

"Tell me when you think the batter is golden brown," Mrs. Lopez responded.

"Do I have to eat this?" one child asked.

"Give it a try," Mrs. Lopez smiled. "It might surprise you."

As the group finished cooking, they knelt on squares of carpet that were placed at a low table. After the children had knelt at the table for a while, dunking their deep-fried vegetables into a bowl of sauce, their comments began to change from, "I don't think I'm gonna like this" to "Can I have seconds?" Only one child out of all the first-graders who had participated in the cooking refused to try the food. As a beverage, Mrs. Lopez served Japanese green tea with no sugar in it and even without the sugar, the group drank almost a gallon.

Before engaging in this particular activity, the children had had several other opportunities to learn about Japanese culture. They had used black paint to try calligraphy; they had made "fish banners" to celebrate "Boy's Day" and had used ice cream spoons and fabric scraps to create dolls for the Festival of Dolls that takes place on "Girl's Day." Many had also chosen a book about Japanese and Japanese-American children to read during the daily 15-minute silent reading period.

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*Adapted from an activity documented by Beverly Webber, teacher assistant, Washoe County School District, Nevada.

During the course of these activities, Mrs. Lopez took the time to emphasize the important concepts that she wants the children to formulate or attain. Where in previous years her goal was to let the students merely have fun making "cute" art products, her emphasis now is on explaining the cultural values, perspectives, beliefs and traditions that are related to the activity. For example, when the children made Japanese kites this year, they discussed the spiritual belief behind the kites.

In deciding which cultures a class will study, Mrs. Lopez simply selects the groups that are represented by the children in the classroom. Throughout these studies, she encourages all the children to compare the characteristics of the culture they are learning about with their own experiences. As just one example, around May fifth the children wrote sentences about Cinco de Mayo.* Since most of the children in the class are Mexican-American, they described what they knew about the Cinco de Mayo celebration, how it is observed here in the United States and in their own families, and how these celebrations are similar to and different from the way the holiday is commemorated in Mexico. Earlier that year, before Thanksgiving, the children compared the viewpoint of the Indians with that of the Pilgrims. Since Mrs. Lopez' own mother is Indian, she could use her own personal experience to show the children that there is a distinctly different viewpoint.

Although all the teachers at Mrs. Lopez' school stress comparative studies between and within ethnic groups so that the children can begin to understand the differences and similarities between groups of people, some of the teachers prefer not to focus on the different characteristics of just one culture. Rather, these teachers select several important events or issues, such as the concept of family, or discrimination or even a local school board issue, and look at these from the standpoint of several groups. Mr. Smity's class, for example, compared the different languages and major beliefs of certain Indian tribes. Ms. Jones' class discussed how different groups of people honor the dead. Children in the second and third grade classes at this school are helped to list information about the topics they are studying and then to group and label the information so that they can consciously articulate the concepts they are formulating.

In all the classes, teachers try to be sensitive to the unique abilities that each child has. Mrs. Lopez, for example, uses a systematic strategy that enables her to provide more direction and support to those students who need it and to allow others sufficient opportunity for self-direction and problem solving. In the case of Jaime and Teresa, who become confused when their math group plans games that require an ability to count, Mrs. Lopez presents a series of problems that allow the children to use manipulatives, such as counting cubes and cuisenaire rods. During the math period, Mrs. Lopez monitors their progress very closely and instructs them to check with her or a particular student helper whenever they need to. Thaddeus, on the other hand, is more advanced in his computation skills, but does not have the confidence to work independently. So Mrs. Lopez accommodates his need to ask many questions by making herself or another student available to him also.

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*Adapted from a documented activity developed by Mary Casares, a teacher in the Fresno Unified School District, California.

Mrs. Lopez is using a "situational teaching"* approach that allows her to consider the unique learning characteristics of each student so that she can help them increase their academic and social confidence. Most importantly, she is able to treat each according to the learning situation instead of either assuming that all the children are alike or labelling some underachievers or behavior problems and others gifted.

The parents of the children in Mrs. Lopez' class have been uniquely supportive. Several have used experiences from their own culture as a springboard for helping the children to practice their language arts and reading skills. One parent encouraged her children to practice their measurement skills as they piled up the bags of compost and other items they would need for planting little trees in their back yard for Arbor Day. Mrs. Lopez was pleased when Tamera came in to tell her, "We had tempura last night, but we used shrimp in ours." Tamera, who had taken the book home that the class had made while they studied Japanese culture, had shown it to her mother and reported that her mother had thought the book was very good.

B. Defining The Combined Or "Infused" Curriculum

In the Japanese unit, the children were able to participate in academic and multicultural learning at the same time. This particular form of combined curriculum used information about an ethnic or cultural group as the content of the learning experiences. The skills the children practiced, however, were academic skills. For example, the children used their math measuring skills to make Japanese food and their writing skills to create a Japanese-style poem.

Another way to combine or infuse a curriculum is to use a structure in which cultural content is the topic and organizing theme for several academic skill-building activities. For example, the cultural theme might be family roles. During the math period, children would then depict family relationships by making a graph. During the reading period children would read stories and investigate the roles of family members in two ethnic groups. For language arts, children would write a paragraph about their own family. Some teachers who prefer to keep curricula compartmentalized might choose to add multicultural learning as a distinct course of study and offer it every day. For example, multicultural activities might be presented every day from 1:30 to 2:15 or several times a week. During these activities, the children would apply the academic skills they have mastered. Or the activities could be used to motivate students to attain new academic competencies. Children might, for example, do reading and math skill-building activities in the morning and language arts after lunch, then apply those skills during a multicultural activity game after the afternoon recess. Or, the teacher who has set up learning centers for the children could maintain one center as a constant source of multicultural activities.

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*See Chapter III, p. 43 for a discussion of how "situational teaching" works.

It is important to note that however learning activities are structured, methods of supporting diversity can be part of specific learning activities and ideally, should be part of the total curriculum offering. For example, within a specific learning activity, children can be given the option of using their preferred learning style (i.e., visual, aural, kinesthetic; individual or small group, etc.) to acquire new skills. Activities can also be presented at different levels of complexity. (Recommendations for implementing these methods are discussed in Chapter IV of this book.)

Whichever basic structure is used to integrate academic and multicultural activities, certain components should be included in the curriculum. These are:

- clearly-stated academic skill-building objectives
- clearly-stated cultural-concept-development objectives
- a list of materials and suggested procedures for implementation
- a clearly-stated means of measuring individual children's growth that is related to each objective

Below is an example of an "infused" activity plan. It is based on a structure in which a particular cultural theme is used to give children several academic skill-building experiences.

COMBINING ACADEMIC AND CULTURAL LEARNING ACTIVITIES: A MODEL LESSON*

Level - Second to Third Grade

Topic: Mexican Masks

Objectives for Academic Growth:

Language - Learner will express self orally in sentences and will be able to make some predictions.

- Learner will write a paragraph.

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*This set of activities is described in much greater detail in Chapter V.

Reading - Learner will apply investigative reading skills.

Objectives for Growth in Multicultural Learning:

Practice in Understanding Another Culture's Beliefs - Learners will develop an awareness of another perspective by "imaging" and visualizing the beliefs of people of another ethnic group and of another period in history.

Focus: The purpose and use of pre-Hispanic masks and how to recreate them.

Resources:

- Newspaper or magazine clippings of natural disasters (e.g., storms, volcano eruptions, earthquakes)
- Hocker, Bea, "Why Pre-Hispanic People Wear Masks"* (see p. 154 in Chapter V for a reprint)
- Materials for making the Mexican masks (see p.151)
- Chalkboard or butcher paper
- Bulletin board with pictures of Mexican masks

Procedure: To motivate children's involvement in and understanding of the reasons the pre-Hispanic people wore masks, the teacher holds up pictures or photographs of recent natural disasters. First, he or she asks children to consider their feelings about and responses to these kinds of circumstances. For example:

- How many of you have experienced intense weather conditions or a natural disaster?
- How did you feel when it was going on?
- What does this kind of disaster make you want to do?

The teacher charts the children's responses on butcher paper or chalkboard.

Then, the teacher focuses on the bulletin board that displays photographs and samples of Mexican masks. If there are Mexican-American students in the class, he or she indicates that there are some people in the classroom who had ancestors who dealt with their fears by using masks. The teacher asks the children to predict what they think these people did by asking:

- What do you think the pre-Hispanic people used the masks for?
- What do you think these people thought the masks would do for them?
- What do you think they did with the masks?

---

*An article written by Bea Hocker, staff member, Mexican Museum, San Francisco, California.

After making these predictions, the children read "Why Pre-Hispanic People Wear Masks" and look for answers to these same questions. The children orally compare their predictions to the facts presented in the written material. The teacher charts their responses on butcher paper.

The children recreate the Jaguar masks in posterboard after being encouraged to look carefully at the designs and decorations on the sample mask and photographs of masks on the bulletin board. Also, children make decorations that will help them to feel more powerful.

The teacher charts their ideas on the butcher paper or chalkboard, then suggests that each child create a design that will be especially meaningful to him or her. The children are asked to make the decorations before constructing the mask.

After the masks are completed, each child is encouraged to put on his or her own mask and think about how he or she feels inside/behind the mask.

The children are then asked to write a paragraph about how they felt as they wore the mask they made, or how they believe one of the pre-Hispanic people must have felt when wearing the mask.

Assessment: Review the predictions and statements about the reading material charted for each child to evaluate the quality of response.

Review written paragraphs for the quality of creativity as well as the use of standard form.

Ask students to sum up what they can say about masks and pre-Hispanic people's beliefs.

Integration: Ask children to draw a picture or make a written statement about something important that they learned about the pre-Hispanic people and their use of masks.

Adjusting the Degree of Difficulty of the Activity:

Children may hear a story about masks read to them.

Children may write one sentence rather than a paragraph.

Children decorate but do not construct the masks.

SUMMARY OF AN INFUSED ACTIVITY

OBJECTIVE	ACTIVITY	INFUSION ANALYZED		
		Curriculum Area	*Skills and Concepts*	*Teaching Methodology*
arners practice nderstanding another lture's beliefs. arners increase eir language arts d reading abilities.	Step 1 Learners identify how they handle fear.	Oral Language	- Expressing a complete thought - Interpreting a visual stimulus - Formulating and stating a prediction	- A stimulus is used to initiate student thinking and discussion - Open-ended questions are used to get students to explore concepts and express ideas
	Step 2 Learners discover how fear was dealt with by pre-Hispanic people.	Reading	- Reading for facts - Research skills	- Silent independent reading - Authentic sources are used to gather information
	Step 3 Learners make masks that resemble those of pre-Hispanic period.	Multi-ethnic	- Increasing fine motor development - Following written & oral directions - Visualizing an image - Taking another perspective	- Simulation & problem solving are used to help students get in touch with situation & perspective of others - Materials are used to recreate a cultural artifact
	Step 4 Children put mask on and write about how wearing the mask makes them feel.	Language Arts	- Writing - Expressing feelings	- Integration is used to help children make an experience personally meaningful and to understand what they have experienced.

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C. Preparing To Use The Infused Curriculum

In reading over the chart on the previous page and thinking about how you might want to adapt the learning activities suggested in this book for use in your classroom, it is important to realize that a crucial first step in ensuring that the learning activities you choose are appropriate to your students is to find out as much as possible about the unique backgrounds and cultural identities of the children in your classroom. This may sound like an enormously time-consuming process. However, as the next chapter explains in detail, you will find that you can obtain the information you need by relying primarily on your observational skills and on conversations with your students. Once you have discovered the backgrounds of the students in your classroom, you may use other methods that are suggested to enable children to experience a fair opportunity to be successful learners.

III. TEACHING METHODS AND LEARNING METHODS USING THE RMBS APPROACH

To meet the demands of a complex, ever-changing society, children need to develop the ability to think deeply and critically about a wide array of topics. They also need to acquire the knowledge and skills that will help them be productive in school and in later years. Teachers can aid in this process by ensuring that they know who the children are--individually, culturally and academically--and that they provide a range of curricular offerings that is broad enough to meet the needs of children from diverse groups. Parents can also play a significant role in their children's education by helping their young family members to understand and feel the value of learning. This is especially vital for children from communities or cultural groups who have been discouraged from fully participating in the labor market and thus have few models for successfully using the skills and knowledge acquired at school. Because we believe that there are some specific skills that can help children learn how to function optimally in school and in their future jobs, we have identified a set of objectives we expect children to attain after exposure to the RMBS approach:

When teachers and parents use teaching methods that:	Children will:
A. Discover the students' cultural and individual world view	• acquire new skills by being able to use their own background and experience as an asset for learning (e.g. by using the learning modes they prefer, by working at the level appropriate to their abilities, and by utilizing their own culture as the content for learning)
B. Utilize the student's world view to organize the learning environment and to facilitate children's growth	
C. Provide integration and application activities	• increase their ability to transform what they learn into information that is personally meaningful and useful to them
D. Provide concept and generalization formation activities and opportunities to make comparative studies of cultural/ethnic groups	• increase their understanding of human nature and the relationships between people

E. Provide activities that enable children to adapt their world view to the culture of the school and to expand that world view

F. Provide "open-ended questioning" opportunities to enable children to expand their cultural world view.

G. Provide problem-solving activities

- develop "internality" or sense of control over their own lives and increase their ability to think independently and at different degrees of complexity

The focus of this chapter is to discuss one or more strategies that teachers and parents can use to help children attain the previously-stated objectives. After each discussion, sample activities are included that depict successful procedures used by the teachers and parents who participated in the RMBS Project. These activities are included to illustrate ways that teachers and parents may use a particular method with children. Therefore, the objectives included on the examples specifically relate to outcomes expected when teachers use the method being discussed. These activities may be combined with academic learning experiences. The procedure for planning the infused academic and cultural learning experiences are delineated in Chapter IV, and a sampler of learning activities that are designed to enable children to attain academic and cultural objectives are provided in Chapter V.

A. Methods of Discovering the Student's World View

The student's world view--the way he or she organizes and perceives the world--affects that student's motivation to learn, his or her methods of learning and the use he or she will make of the skills and information. Because schools within the U.S. no longer serve a limited population of students who are reared in similar ways, the teacher cannot expect that primary-school children will enter the classroom motivated and eager to learn in the traditional middle-class modes. As Hilda Taba* points out:

> To develop effective...plans for learning experiences... it is necessary to know something about students' cultural backgrounds, motivational patterns, and the content of their social learning, such as the particular meanings they bring to school, their particular approach to learning tasks, and the expectations they have of themselves and of others. ...Existing differences...in the students' understanding of common concepts and symbols need to be taken into account in choosing an approach to learning tasks, in determining what materials to use, in selecting the specific content...

Observing Children to Discover Their Learning Patterns

Perhaps the most effective method of discovering a young child's learning pattern is to observe that child's behavior. In classrooms where there are paid teacher assistants, volunteers or peer and cross-aged tutors, it is relatively easy for the teacher to find time to stand back, watch, record what is seen and reflect on these discoveries. However, even in a classroom with only one adult, the teacher can successfully organize his or her time to provide opportunities to observe.

See, for example, whether the children in the class are responding well to an informally structured/open classroom approach. Can they work independently or do some find it difficult to settle down and work for continuous periods of time? Are there children who are bewildered in the midst of too many options? Do any seem reduced to inactivity as a response to their own confusion? Or in a traditional classroom structure, do some primarily kinesthetic children need to have the option of more movement? Others may work best while interacting with small groups of children as they learn a specific skill; and still other students may prefer to be more isolated and sit away from the group.

It is also possible to discover which perceptual modes may be most effective with specific learners through observation. By noting how children respond to learning activities when different materials and equipment are used, the teacher can not only gather information on the children's preferred learning modes, but can see how well the children are accomplishing their learning tasks. At the beginning of the year, observation can be one of the major strategies that the teacher uses to gauge the children's competence. He or she can pay attention not only to a child's academic performance but to children's social relationships.

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*Taba, Hilda, et al., A Teacher's Guide to Elementary Social Studies: An Inductive Approach (Reading, Mass.: Addison-Wesley, 1971) p. 65.

To avoid overlooking the shy, quiet child who says little to other children or seems apathetic in class, the teacher should consider keeping written records on all children. By systematically collecting written information on all the children, the teacher has more accurate data for making decisions and for discussing the child during parent/teacher conferences. The types of records that teachers may keep may vary, from a log or diary to irregular spot checking. Charts and checksheets can also help the teacher remember who has done what. Checksheets can also make it easier to tally the number of times a particular behavior took place. Any of these forms will do, depending on your purpose for using them.

For an accurate picture of the child, it is important to collect information during different periods of the day. Some of the specific data you will be collecting on each child will include--How does the child use language? Use materials? Interact with others? Seem to prefer to work? Respond to directions? Relate to adults? Use or acquire knowledge of the world? Use his or her imagination? Adjust to classwork? The procedures for keeping on-going records are few. Dorothy Cohen and Elizabeth Stern* remind us that:

- It helps to have pads, cards or a small notebook in your pocket or on shelves around the room (one kindergarten teacher kept a shoe bag hanging on the door with a 5" x 7" card in it for each child in the room).

- Be casual and unobtrusive about it all. Get close enough to hear things, but not so close that you interfere with the activity.

- Get the date down and the child's name as well as where the action is set. Also include:

    - What the stimulus is for the activity
    - What the setting is, and
    - What the child's reactions are

A format that is useful is one that is adapted from the logs of ethnographers' notes. Following this format entails utilizing a 5" x 7" card that has a place to write the date, time of day, the child's first name and grade level, and a brief description of the setting. Each line is numbered leaving a 1/3-page margin. The numbered lines are optional. They may be used for your own reference. On the right-hand side of the card, you can write descriptive notes, and on the left side space is available to note your evaluations, assumptions and judgments. A sample notecard follows.

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*Cohen, Dorothy H. and Stern, Virginia, Observing and Recording the Behavior of Young Children (New York: Teachers College Press, 1969).

SAMPLE NOTECARD

Setting: Total Group - Discussion Filmstrip and Follow-Up Discussion re: The Pullins Family
Date: 5-15-81
Time: 9:30-10:15
Name: Tyrone
Grade: 2nd

Consultant is sitting in chair with students on carpet. She introduces self, says she will be asking students questions, invites them to ask questions about her first. Children begin asking questions. Tyrone, sitting on knees, asks "Where you from? How old are you?" His eyes are very much on consultant, who is also Black. During the discussion, he responds to the question, "What does your family do on Saturdays?" by saying, "We play football. I'm the punter. I'm best!" As he responds he sits up on his knees, sticks his chest out and waves his arms enthusiastically. During the filmstrip on the Pullins Family, a Black family, he looks intently and moves his head from side to side with the music. Later, when the consultant chats with the group about the filmstrip and asks, "How can they play music without a songbook?" he said, "I know, I know!" Then he pauses. Others raise their hands. The consultant says, "Let's give Tyrone time to think." After a long two or three minutes he says, "I know, they use imagination!"

In recording information about a child, it is a good idea to begin by noting down descriptive statements that are as objective as possible so that you do not misinterpret a child's behavior. For example, as you observe a youngster you might notice that the child frowns just as one of the other children expresses excitement about having a class party. If you record the judgment that this child must not like parties, you may find later, when you seek out the child to verify your conclusion, that he or she was frowning at that moment for a totally different reason.

Although it is possible to make some judgments about isolated events, it is far richer to look for patterns of behavior after a series of responses or events have been recorded. When it does become appropriate to summarize and interpret patterns of behaviors that you have been observing, the least tricky way to interpret the behavior trends is to form your own conclusion, then check it out with the learner for verification. For example: "I thought you were angry when __________. Is that so?" or, "Over the last several days your assignments have not been completed accurately; I've also noticed that you appear to be squinting at the chalkboard when I am using it to explain information. Are you having trouble seeing it or is there something else I should know?"

At times, the child may not be able to articulate the reason, or need, behind a pattern of behaviors. In this situation, try different solutions that are familiar to you. For example, if a child seems restless and fidgety before lunch, you may decide to allow him or her to go outside and run around the playground for a few minutes. Or you may provide a few raisins to munch on. However, when your own solutions are not providing the necessary help and especially when the child is of a cultural group that may be unfamiliar to you, you may choose to recall information that you have read about the group and try to look at the behavior from the perspective of that ethnic or cultural group. You may find that the pattern of behavior is expected and that there is no real concern. Or, you may take the information you have recorded about the child and use it as a valuable reference to present to the child's parents or to an informed member of the child's ethnic or cultural group so that they can help you interpret the child's needs.

When thinking about the learning needs of the children in your classroom, it is important to recognize that individual children differ in the ways in which they have been socialized to learn. As a result, they may prefer a range of learning modes. Children from different cultural or ethnic groups and especially those who live in ethnic enclaves or who are recent arrivals to this country are particularly likely to utilize learning modes that differ from those of their majority-group peers.* The value in attending to these differences is stressed by Rita Dunn and other educational researchers:

> Learning style diagnosis opens the door to placing individualized instruction on a more rational basis. It gives the most powerful leverage yet available to educators to analyze, motivate and assist students in school. As such, it is the foundation of a truly modern approach to education.**

Those who study learning modes have focused not only on differences in children's perceptual modes (e.g., visual, audio, kinesthetic, tactile) but on the degree of abstraction that children can handle or their preference for a sequenced versus a random work style. Some have emphasized motivational and sociological needs (e.g., the child's persistence, responsibility levels, relationship with peers and with adults in the classroom, etc.). Others have been most interested in physical and structural differences (e.g., the child's mobility; energy level; tolerance for a range of temperatures, light, sounds; formal and informal seating arrangements, etc.). Common to most of these researchers,* however, is the idea that learning modes are not cast in concrete and that some children's preferred mode varies according to the nature of the specific task confronting him or her. The researchers seem to agree, too, that there is value in teaching initially to the learner's strength, but that most children will then profit by receiving instruction in a new mode that will expand the ways in which they can absorb information.

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*For a detailed discussion of this issue, see the chapter entitled "Defining World View" in the Overview Handbook.

**Dunn, Rita, et al., "Learning Style Researchers Define Differences Differently," in Educational Leadership, February 1981.

Using Self-Report Forms and Checksheets

In attempting to determine a child's preferred learning style, you will probably want to supplement your observation of his or her classroom behavior with several other methods of gathering and evaluating information. For the older primary-school-aged youngsters, a self-report method may be used, especially when the data are verified by the teacher's own observations.

The form below is a model that you may choose to use with mature second and third graders. Or, you can develop your own, using questions that are as precise as possible. It may be most helpful if the questions relate to a particular discipline or a specific kind of task.

THE WAY I LIKE TO WORK BEST

NAME: ____________________
DATE: ____________________

WHEN I DO ASSIGNMENTS IN ____________________ I LIKE TO:
(reading, language, math)

__________ 1. SEE what I do (I like to read, look at pictures or watch someone do a sample first).

__________ 2. HEAR what I do (I like to listen to the teacher give directions, hear words and phrases on the language master or listen to stories on the tape-recorder).

__________ 3. HEAR AND SEE what I do (I like to hear the tape-recorder while I read along with the story).

__________ 4. TOUCH THINGS AND MOVE while I am learning. (I like to write, I like to use the counting cubes when I do math problems, and I like to act out stories and make things.)

__________ 5. Do work BY MYSELF or

__________ do work WITH A PARTNER OR GROUP.

__________ 6. Work WITH THE TEACHER or a tutor or

__________ work WITHOUT HELP.

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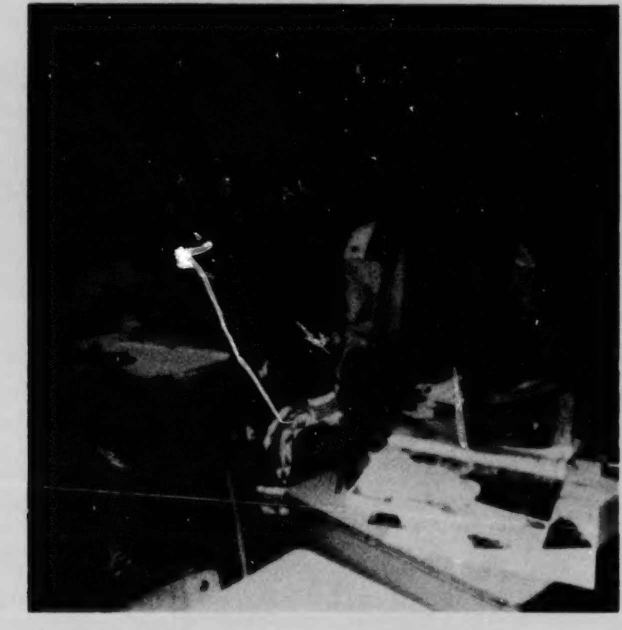
*A. A. Canfield, J. C. Lafferty, Rita and Kenneth Dunn, Manuel Ramirez, Alfredo Castañeda, Ronald R. Schmeck.

Since some children may indicate that they like to do all of the activities listed on the previous form or may not yet recognize the way they work best, the check sheet that follows may be used as an additional means of assessing the children's preferences. The form that follows is designed with the assumption that the children will experience some degree of freedom in the classroom so that you can observe how they behave when they are not being directed by an adult. It is important to emphasize that the teacher uses the information gathered from the form to plan and facilitate learning activities. At no time should children be labeled according to a specific way of learning. Rather, the teacher's objective may be focused toward guiding children to increase the number of ways they can learn to work effectively.



Children may choose to work alone or with others.

IDENTIFYING THE CHILD'S PREFERRED LEARNING MODE

A Checksheet of Indicators

CHILD'S NAME: ____________

DATE: ____________

Direction: Based on your observation of the child over a period of time, mark each of the appropriate blanks with the following code:

F = Frequent S = Seldom N = Never

Follow up by verifying the conclusions you are making, e.g., ask a student why she seems to sit by the window when she has a choice of seats.

How does the child relate to:

A. Classroom Structure (formal/informal)

1. Mobility and energy

    ____ a. sedentary

    ____ b. moves about

2. Temperature tolerance

    ____ a. seeks heat (prefers caps, coat, sweater on in classroom)

    ____ b. prefers cooler temperature (often shedding wraps, wants windows open, etc.)

3. Light/sound

    ____ a. seeks more light (e.g., prefers to be near window, etc.)

    ____ b. seeks less light

4. Seating arrangement (when opportunity is provided to choose, seems to prefer to)

    ____ a. sit at desk or table isolated from others

    ____ b. sit at desk or table with other child(ren)

    ____ c. sit at work table

    ____ d. sit or lie on carpet (e.g., on pillows, couch, etc.)

B. Motivational and Sociological Needs (may vary according to the focus and nature of a particular task)

1. Structured vs. options

    ____ a. prefers clear, precise rules; an explanation of the results of his or her actions and a single desk

    ____ b. likes one or two options of tasks to do

    ____ c. prefers many options; prefers to help make the rules

2. Interactions with others

    ____ a. likes to solve problems (do tasks) alone or independently

    ____ b. prefers on-task socializing

    ____ c. likes to try new things without help of others

    ____ d. prefers to compete with others

    ____ e. works cooperatively with others (assists or teams with others)

3. Reward

    ____ a. seeks individual praise (grades or verbal) from teacher or peers

    ____ b. seems rewarded by completing task

    ____ c. prefers praise when given to group

C. Perceptual Modes

____ 1. Learns by listening (e.g., learns new words by listening to audio tape or language master, etc.)

____ 2. Learns by seeing (e.g., learns new words by reading)

____ 3. Combines listening and seeing

____ 4. Learns by tactile (manipulative) and kinesthetic (experiential) methods (e.g., learns new words by tracing the word, taking trips, relating to real-life experiences, playing games)

D. Thought Processes*

____ 1. Surface (e.g., learns words by spelling; reads by orally sounding out words)

____ 2. Deep (e.g., learns words by defining; reads by analyzing structure and comprehending miscues--as in house for horse)

____ 3. Elaborate (e.g., learns words by identifying several examples from own life; reads by seeking meaning--does it make sense?)

E. Output Preference

____ 1. Verbal (e.g., likes to express ideas orally; thrives on class and small-group discussion; asks questions)

____ 2. Tactile (e.g., likes written expression; art work, etc.)

____ 3. Kinesthetic (e.g., prefers to express self dramatically, in sports, through role playing etc.)

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*The three terms used are defined by Ronald R. Schmeck in "Improving Learning by Improving Thinking" in Educational Leadership, Vol. 38, pp. 384-85, February 1981.

Conducting Dialogues With Children and Parents

Still another way to discover children's world view is to conduct dialogues with them and their families to determine what they know and feel is important to them. The Brazilian educator, Paulo Freire, who is well-known for the work he and his colleagues have done in reducing illiteracy among adults who live in non-industrial communities, uses a strategy that is based on the assumption that people learn best when their curriculum consists of ideas that are emotionally powerful to them. Through these intensely involving dialogues between learner and teacher, discussions, words, phrases and ideas emerge that are most important to the learners. Using these words, they begin to learn to read, write and develop newspapers. According to Cynthia Brown, a California teacher and teacher trainer, who has interviewed co-workers of Freire in Brazil, some of Freire's strategies have proven quite successful in helping elementary school children become excited about what they are learning. In an interview,* Brown mentioned that the ideas that follow have been effective ways of discovering the learner's culture:

- One teacher in Texas uses art work as the basis for discovering the children. She gets the children talking about their own lives, about things they know about. The teacher creates the climate that says, "I want to hear about you." The children express many of these ideas in the form of paintings, drawings, murals.

- Another teacher encourages her students to photograph or draw pictures about things they do not like at school or in the neighborhood. They make pictures of fights, other conflicts--on the playground--and use their pictures to talk about their thoughts and feelings. They make captions for their drawings and use them for reading.

- A third teacher, who is quite a risk taker, encouraged children to analyze the power and structure of the school. Children interviewed other children. They asked, "What does the principal do?" "What does the janitor do?" "If money was tight and one had to be dismissed, who should go?" The children discussed the information discovered as well as power relationships in the classroom and at home. The dialogue and resulting charts become the focus for oral and written language instruction.

Brown also suggests that "to discover children's ideas about their lives--talking, lots of talking is most important." The discussion can be started with small groups of two to eight students. To ensure that children feel that they are in a safe environment, ground rules are established and honored (e.g., no interruptions, no laughing at what someone said, no put-downs, opportunities for everyone to talk).

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*With Francione Lewis in the Fall of 1978.

The discussions can be about anything that affects the children's lives such as names, dress, clothing, hairstyles. And the content of the discussions can be related to all curriculum areas. For example, if children talk about hair, the discussions can be the basis for the following types of activities:

Language Arts (oral practice)	• Children can discuss their own hairstyles and how they care for them.
Math	• Children may graph similarities and differences in hairstyles and hair color.
Ethnic/Social Studies (geography)	• Children may research the hairstyles of people of different groups, and study hair types and their origins.
Science	• Children can use a microscope to look at hair.
Science/Language Arts	• Children can record an experiment about testing the strengths of different types of hair.

While teachers can bring up issues to discuss that are pertinent in the school or the local community, the children should also have an opportunity to pursue topics that are of personal interest to them. In the midst of these discussions, issues may emerge that the teacher can capitalize upon as a means of eliciting children's likes, dislikes, concerns and problems. This rich material can be mentally filed away for future use. Or, the teacher can take advantage of the children's interest in what they are saying and use the discussions as an opportunity to help the children increase their ability to articulate an idea clearly, to paraphrase another's ideas before critiquing him or her, to listen actively, etc.

Parents can also be an invaluable source of information about a child's abilities, knowledge and preferences. From parents, teachers may discover what the child does at home, what the parent perceives as the child's special talents, what the child likes to do, and the parent's hopes and goals for the child. Parents may also be helpful in explaining their child's classroom behavior since they may be able to interpret the data that teachers have collected. When gathering information from parents, many teachers have found that it is useful to send letters home with an accompanying questionnaire and follow up with a telephone call or conference.

Researching Cultural and Ethnic Groups On Your Own

To increase your knowledge of the ethnic and cultural groups that your students come from, you will probably want to supplement your classroom efforts with some reading or other investigatory work. Since we assume that the readers of this Handbook are busy people, the research strategies we suggest on the following pages have been limited to those that will not take undue time. They are also intended to be interesting and, hopefully, enjoyable experiences.

College Courses

For the most ambitious among you, we enthusiastically support the idea of taking courses in a local college's ethnic studies department. The information that you will be offered will be thorough and if there are only one or two cultural/ethnic groups that are unfamiliar to you, you will very quickly feel more informed and confident. In a college course, you should learn about the history of a group. You should also become aware of some of the perspectives these groups have upon the major situations and events that have affected their lives.

Other Local Resources

Some of you will undoubtedly not have the time or desire to take another college course. For those of you who cannot attend a course or who may have seven or eight different ethnic groups represented in your classroom, using resources within your local community can be a more gradual way of gaining knowledge about many groups of people. The readers among you can glean a great deal of information from your local public library or school district's multicultural reference library. Many books and magazines will be available to you that offer both general and detailed information on specific ethnic and cultural groups. And, novels and essays by representatives from various cultural groups can also be an enlightening source of information about the unique experiences, life styles and philosophies of many groups. Appendix A and the Bibliography in the Overview Handbook provide a list of recommended books about various ethnic groups in the U.S.

Visiting ethnic bookstores, museums, organizations and community events can also be an invaluable resource. Often, these experiences will put you in contact with people who can provide a richness of information and sense of reality that reading may not give you.

Learning Along With the Children

One of the least time-consuming approaches to heightening your multiethnic awareness is to learn about the various groups at the same time as your children expand their knowledge. Using this approach, you can plan many field trips to appropriate museums and other community agencies. In doing so, you will probably want to request information or ask people working in the community agency about the particular ethnic group being studied. To ensure that the information to be presented is at a level that will be meaningful and understandable to your students, it may be useful to hear the presentation that the museum guide or community representative would use with the children. At the same time, you will have the opportunity to ask questions stemming from your own interests as well as the students'.

In a similar way, reading children's literature can be a relatively quick and easy way of acquiring a wealth of information about different cultural groups. Many of the books that are being developed now as well as during the sixties and seventies present a great deal of valid and valuable data about historical events and the personal and familial perspectives that various ethnic groups have toward those events. Appendix A in the Overview Handbook provides a list of children's books that are aimed at primary-level students.

Understanding the Issue of Authenticity

In choosing books to read with your students, community organizations to visit or any other means of acquiring information about various ethnic and cultural groups, it is important to realize that not every printed document or consultant is to be considered an expert on the group--even if the person belongs to the ethnic group being represented or the document was written by a member of that group. To be sure that the book or person is not simply perpetuating persistent myths or stereotypes about a group of people, we suggest that you critique people and literature for their authenticity. Criteria have been developed by a number of people that will help you assess authenticity and evaluate the extent to which the information that you gather includes the range of perspectives that characterize a particular group. Some of these criteria focus upon general concerns that are relevant to all ethnic groups; other criteria are specific to a particular group. In Appendix D of the Overview Handbook, we have included general guidelines to help you critique the books that you use.

In reading about ethnic groups that think and behave differently from the group with whom you identify, you will not only be looking for facts (e.g., the what, when, how, etc., of the group's history and perspective). You will also need to relax your personal biases if you are to stretch your own thought processes and begin to respect another group's world view. Once you can accept this world view as valuable for this group of people--whether you agree with it or not--you will expand your ability to understand different groups of students. To do so, you may need to imagine yourself in the place of the ethnic group/ culture being discussed. In order to succeed in this, you will have to suspend the world view that has previously been the basis of your thinking and invite new patterns of thought into your mind.

In a lecture at Rosarito Beach, Mexico* in 1981, Dr. Maurice Friedman, a phenomenologist at California State University, San Diego, described this mental activity as critical to interaction and communication. He said that there are several ways in which individuals and groups can "touch" and thereby share their perspective or life stance. One form of touching is empathy, an experience in which you place yourself within the framework of another individual or group and lose yourself (i.e., your own way of thinking, believing, etc.). Another form is one that Friedman calls "inclusion." This form involves experiencing the other's world view/perspective first by trying "to see" yourself in the other's situation, then by reflecting on what you imagine to be that person's perception of ideas and events. The next step is to think again about these ideas from the perspective of your own belief system and personality. It is this form of "touching" that we believe to be the basis for building rapport between a teacher and his or her students.

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*The Cross-Cultural Research Methodology Seminar, Rosarito Beach, Mexico, February 8, 1981.

Friedman indicates that "touching" may begin as a person reads about the values and practices of another group or individual. The reader encodes or takes in what is said in the literature. Then, by stretching beyond himself or herself and envisioning a context for what is being said, the reader attains a sense of what the author is really saying and why, given the writer's context. Finally, the reader responds from his or her own context and perspective. Pivotal to this internal dialogue is the phase where you, the reader, ask yourself, "What do I know about the group of people or the author that would cause them/him/her to say or do what is discussed?" Through tapping your powers of fantasy and imagination you find the response to this question.

Friedman suggests that people are able to envision beyond their own reality. However, to make a fantasy or image more concrete, it is important to verify your perceptions with supporting data. Most of us have had the experience of reading literature for pleasure and becoming so involved that the characters seem to become friends. This is especially true when our mind tries to resolve a viewpoint described in a story that conflicts with our own values. This type of experience may occur as we read science fiction or stories from unfamiliar lands or time periods. We can also use this phenomenon, though, when we are more systematically attempting to understand the world view of other people. Below are some questions that may be useful to you in this process.

DISCOVERING YOUR OWN AND OTHER CULTURES

1. What are some of the methods/strategies for teaching and learning that people of your culture use at home? In the schools?

2. In the home/community, what gets taught (i.e., what community lore is considered worthy of teaching)? What is learned?

3. What are the learning groups/educational institutions?

4. Who does the teaching and who does the learning?

5. What are the rewards for teaching and learning?

6. How are gender/sex roles taught? What is the content that is being taught?

7. When do people learn what? How is the learning scheduled or paced?

8. How are cultural traditions transmitted? What is the content of some of the cultural traditions?

9. In what way is learning made to be fun? How is play made instructive?

10. How do people learn self defense? To stay healthy? To achieve spiritual growth? To attain military training? To make money?

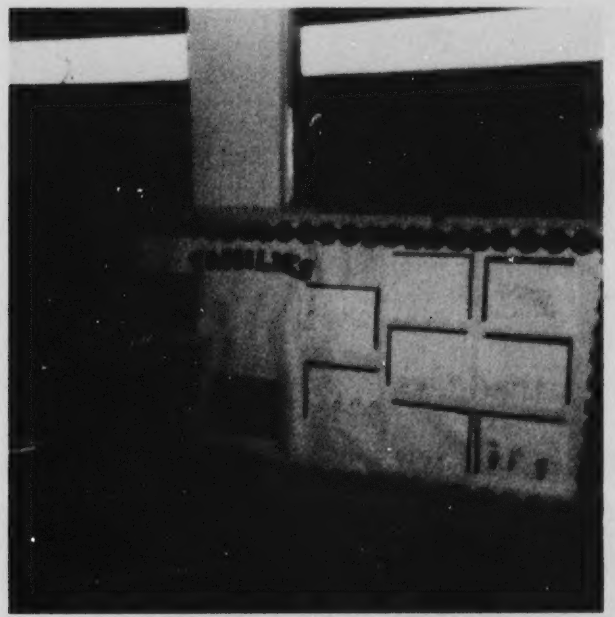
11. What are the aids used for learning and training? What are the building structures within which learning takes place?

B. Methods of Utilizing the Students' World View to Organize the Classroom and to Facilitate Students' Learning

Organizing the Classroom

In the past, developers of the RMBS have viewed open classrooms, in which children have many options to move around, as a highly desirable way to organize the classroom. However, children's opportunities to experience diversity and equity can sometimes be limited even in an open classroom. Because of this and our belief that the major priority in organizing and managing the classroom is to facilitate learning, our stance now is that teachers should arrange the environment according to the learning needs of their particular students. For example, if the teacher finds that several children in the classroom learn well through movement activities, he or she should consider making this possible for children in order to implement a curriculum that responds to diverse learning styles. On the other hand, if the teacher prefers a more traditional arrangement of desks and chairs in rows, and his or her students seem to thrive in this setting, this is the most appropriate classroom organization, especially when the teacher is open to modifying the arrangement if the situation calls for it.

Teachers, inservice trainers, parents or administrators who would like to assess the extent to which a classroom includes diversity and promotes pluralism can use the observation schedule on pp. 30 to 36 to review the arrangement of a particular classroom. Each criterion on the schedule has a set of descriptors that are ranked so that #1 indicates the least equity and pluralism and #3 the greatest degree. After using this schedule, the teachers may want to consider one or more changes they would make to meet the needs of their particular students.



The bulletin board displays drawings, writing and other products made by the children in the classroom.

THE RMBS PROCESS OBSERVATION SCHEDULE*

Directions: Self assess your own classroom by first, reviewing the indicators below, then ranking your situation accordingly. #1 is the lowest rank and #3 is the highest. Identify one item you would like to change, then try carrying out the change.

Physical Environment

- Space

____1. Space arrangements provide for variety.

"1" There is little or no variety in learners' seating and work areas (e.g., all single-desk chairs or all tables-for-six).

"2" In addition to provisions for individual and large-group work, there is at least one small-group work area.

"3" The environment is well-differentiated and offers learners well-defined options in style of working. There are provisions for large-group, small-group and individual work areas, and there are functioning areas for specific projects and activities--listening post, carpentry center, dramatic play area, reading corner, special project areas, etc.

- Materials

____2. Materials provide for a range of complexity.

"1" Materials provided offer a narrow range of task complexity, or are too easy or too difficult for learners (e.g., each of 25 learners has the same set of arithmetic problems to solve).

"2" Materials offer some options in terms of difficulty/complexity and can be used appropriately by most learners (e.g., reading material covers a range of difficulty levels and sophistication; task cards at a listening center offer tasks requiring successively greater levels of skill and/or developmental maturity).

"3" Materials offer a meaningful range of options for use, and the range of difficulty is consistent with the ability level of individual learners (e.g., the listening area has illustrated read-along stories for non-readers, and activities based on comprehension of printed material, color-coded by difficulty level for more advanced readers).

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*Adapted/compiled from the Responsive Process Observation Schedule, developed by the staff of the Responsive Education Program, San Francisco, California.

____3. Materials are multicultural/multiethnic.

"1" Multicultural/multiethnic representations in books and other materials are narrow or distorted. Majority culture/ethnicity predominates; members of minority groups are depicted in subservient or passive roles; and/or their antecedents are patronized/sentimentalized/stereotyped (e.g., warlike Indians, quaint Mexicans, benighted Africans, etc.).

"2" Multicultural/multiethnic representations are generally appropriate but sparse in relation to learners' backgrounds.

"3" Materials offer a wide range of multicultural/multiethnic content, especially in relation to learners' backgrounds. Representations are not based on insidious stereotypes (e.g., minority persons are depicted in a range of occupational roles, such as mechanic, policeman/policewoman, politician, airline pilot, teacher, etc.).

- Overall Environment

____4. The physical environment reflects the community of learners.

"1" Displays, pictures and other materials reflect the teacher's, not the learners', interests, energy and level of conceptualization. Learners' ideas, products or backgrounds are not evident.

"2" Learner-focus is evident, but teacher-focus predominates.

"3" Learner-focus is predominant. Most items are of the learners, by the learners, to the learners (e.g., posted items might include pictures of learners on a field trip, learners' stories and paintings, pictures of learners' families or of pets, newspaper clippings of events in the community, etc.).

____5. Pictures and displays are multicultural/multiethnic.

"1" Representations of majority ethnic group/middle-class ethos predominate. Depictions of minority groups are singled out (e.g., "Black picture of the month"). Minority-group members are depicted as stereotypes, subservient or exotic.

"2" Some representations of minority ethnic groups/cultures are integrated into pictures, displays, posters and decorations, but the proportion clearly underrepresents the minority children in the classroom and/or the community at large.

"3" Representations of minority ethnic/cultural groups are well integrated into pictures, displays, posters and decorations. The proportions are roughly in accord with the proportions in the community of learners (or of the community at large, where minority-group students are few); and the emphasis is on real people in appropriate social/historical context.

Nature of Learning Activities

____6. Learners plan activities.

"1" Activity is planned by teacher, then explained to learners, with little or no opportunity for their input (e.g., "Tomorrow we're going for a nature walk in the park, so I want you to be sure to wear good sturdy shoes. Afterwards, you can write about one thing that you saw on the walk.").

"2" Learners contribute to planning activity with teacher, but teacher has major role (e.g., "Since we're only going to have two hours, we can either go around the lake or follow the trail over the meadow; how many would like to go around the lake?").

"3" Learners are meaningfully engaged in exploring and planning options (e.g., "Here is a map of the park. If we were to spend about two hours, what are some of the routes we could take? Let's figure out some options that would work and then decide which way to go.").

____7. Activities incorporate Learners' backgrounds.

"1" Learners have little or no opportunity to share and make discoveries about their own family, community or culture. Such issues are dealt with only in the context of weekly social studies lessons.

"2" Learners spontaneously relate information to their own personal experiences on a daily basis. The teacher builds on learners' offerings and incorporates them into some discussions (e.g., during a geography discussion about deserts, one learner tells about her family's experience while living in Arizona; the teacher encourages learners to bring in samples and photographs).

"3" Learners have opportunities to discover, share, and relate information about their family, community and culture as a routine part of activities. The teacher builds opportunities into lesson plans as well as exploiting spontaneous offerings (e.g., a learning-to-measure activity includes a discussion of how learners have seen family members or workers in the neighborhood measuring).

____8. Activities cover a diversity of backgrounds.

"1" Learners have little or no opportunity to develop concepts and generalizations about their own or other groups of people (e.g., activities and observances are restricted to Black History Week, Cinco de Mayo, etc.).

"2" Learners have opportunities to learn about groups that are mostly remote from their own community and experiences (e.g., in New Hampshire, activities are related to the South Dakota Indians, to the inhabitants of Japan, etc.).

"3" Several times a day or week, learners engage in activities designed to teach multicultural concepts, such as family, cultural contributions, interdependence, conflict, discrimination. In this context, learners have opportunities to discover, share, and compare their own culture with the cultures of others in the classroom and in the local community (e.g., learners in San Francisco discover and share information about Black families in the Fillmore district and Chinese families in Chinatown, and compare them in terms of how they live and how they experience discrimination).

Role of Learner

____9. Learners' original expressions are encouraged.

"1" Learners' products are all in the same media and format according to a teacher's model (e.g., everyone makes a paper-bag snowman). Teacher encourages conformity with comments such as: "Is that what a real tree looks like?" or "Have you ever seen a green sky?"

"2" Learners have some options, some leeway to express themselves but no special encouragement to do so. Learners may have a choice of two tasks with variations on each one being acceptable, but not specifically encouraged.

"3" Learners have a theme or focus that allows for personal interpretations (e.g., "Draw a picture of how you are feeling today/your favorite animal/your favorite TV character/what you like most about spring"). There is a variety of materials to express an idea. The teacher asks children to make comments about their work and accepts their comments without trying to change them. Comments are nonjudgmental (e.g., "You used a lot of red;" "Your writing makes me feel like I was there with you," etc.).

____10. Learners receive special recognition/celebrate themselves.

"1" There are no celebrations, or if celebrations occur, they tend to encourage competition rather than team effort. There is inequitable sharing (e.g., show-and-tell is done without attentive listening, or one learner is the focal point and the teacher makes comments such as "Isn't he a fine boy, class?").

"2" Celebrations are limited to events such as featured-person-of-the-week, with birthday celebrations consisting of food or dress-up for the birthday child. Show-and-tell activities are accompanied by little dialogue or feedback.

"3" Learners choose what they want to celebrate and plan how and with whom they will celebrate (e.g., a party to celebrate what they have learned in a project over the last month). At the party, learners choose the statement they would like to make or receive and choose who will be contributing what to the party. Celebrations are a cooperative-team-effort. If show-and tell is a part of the celebration, it is with attentive listening, dialogue and feedback.

____11. Learners take credit for their work.

"1" The teacher does not elicit or acknowledge learners' personal statements in their work: he or she makes statements such as "right," "good," "fine." Learners do not have a choice about what work is to be displayed. If any work is displayed, it is all the same kind (i.e., does not reflect individual statements). Learners are not given opportunities to share work with one another or make comments or suggestions to one another.

"2" Teacher displays some individual work and some work that is all the same kind. Occasionally, learners are encouraged to express a personal statement in and about their work (e.g., "I like my work because..."; "I got three problems correct today"; or "I completed three activities out of four.").

"3" Teacher provides opportunities for learners to talk, draw, or write a personal statement about their experience in the classroom (e.g., "I liked X because..." or "I learned how to do... Next I would like to learn..."). Learners actually pat themselves or one another on the back, take a bow, clap for themselves or one another. If any work is displayed, it is at the option of the learner (e.g., learners choose which of their work is to be displayed). In the case of written work, learners have an opportunity to read to one another. In the case of art work, learners have a choice to share with one another. In both cases, learners have opportunities to receive comments or suggestions that are designed to enhance their work.

____12. Learners analyze communications about minorities.

"1" The teacher ignores or glosses over issues that center on ethnic differences and conflicts in books. TV programs, or statements in the news.

"2" The teacher deals with ethnic differences and conflicts that are discussed in the media as they are brought up by learners or come up during other activities.

"3" The teacher plans and initiates learning activities that guide learners to recognize, analyze and discuss stereotypes and myths about their own or other groups of people.

Roles of Teachers

____13. Teacher models respect for personal and background differences.

"1" The teacher ignores or fails to support differences in cultural and ethnic heritage (e.g., a racial slur by one learner directed at another is dealt with without specific reference to the multicultural context).

"2" The teacher explicitly articulates support for differences in customs, languages, ethnicity, etc. The teacher provides experiences in which learners can use their own language/culture.

"3" The teacher plans and initiates activities for identifying and sharing cross-group differences (e.g., cross-age and cross-ability groupings for learning; cross-sex and cross-ethnic groupings for cooperative tasks).

____14. Teachers have various learning backgrounds.

"1" There are no parents, volunteers or paid assistants in the classroom on a regular basis, or those in the classroom are engaged in non-teaching roles (e.g., preparing snacks, cleaning).

"2" Parents, volunteers and paid community assistants are in the classroom, interacting with learners in a teaching role.

"3" For each learner, at least one teacher, aide or volunteer who regularly interacts with learners speaks the learner's primary language or dialect. Teachers and paid consultants or resource teachers represent the learners' cultural/linguistic group.

____15. The teacher demonstrates respect for learners.

"1" Teacher demonstrates lack of respect for learners, or maintains control by resorting to punitive physical behavior (e.g., hitting, grabbing, shaking, searching) or verbal abuse (e.g., disparagement, sarcasm, public reprimands, put-downs, etc.).

"2" The teacher's demonstration of respect for learners is weak, inconsistent, or forced. The teacher rarely resorts to heavy-handed tactics but occasionally slips into exasperated reproof (e.g., "Can't you hold it down, for heaven's sake!") or tends to talk down to learners (e.g., "You children...").

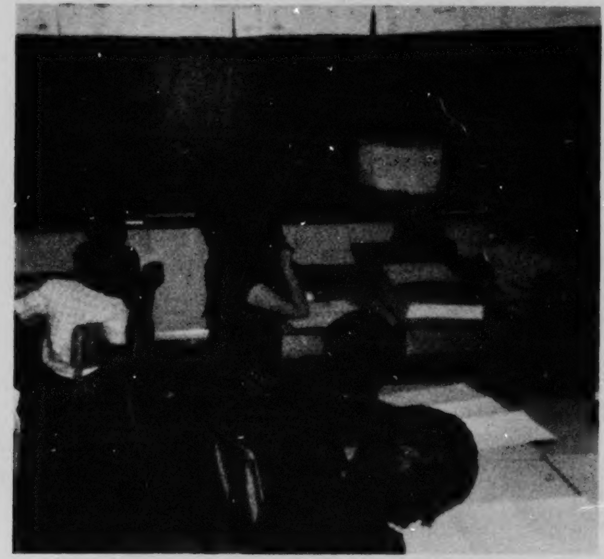
"3" The teacher consistently demonstrates genuine respect for learners. Momentary disruptions are not allowed to displace or cancel out this attitude. The teacher's tone and demeanor are positive and friendly without being cloying or intrusive. If a change in a learner's attitude, behavior or work is indicated, the teacher makes a direct statement in a matter-of-fact tone of voice.

____16. The teacher listens to learners' expressions of feelings and ideas.

"1" The teacher does not acknowledge learners' feelings, ideas or concerns (e.g., when the learner expresses feelings, ideas or concerns, the teacher says, "uh huh," or "That's a good idea," but does not follow up any further. Or, the teacher denies the feeling by saying, "You shouldn't," or "We don't feel that way.").

"2" The teacher acknowledges feelings, ideas and concerns, but provides shallow or perfunctory follow-up (e.g., after a brief exchange about the learner's issue, the teacher redirects to his or her own agenda).

"3" When the learner expresses feelings, ideas or concerns, the teacher listens with care and individual attention. If the learner brings up an issue that cannot be dealt with at the time, the teacher specifies another occasion for dealing with it. The teacher incorporates the learner's spontaneous or planned ideas in the lesson or asks learners how they can incorporate their ideas into the activity, or plan an activity in which they use their ideas (e.g., within a group discussion, one learner gets off the point entirely, and the teacher responds by acknowledging the divergent interest, then setting aside a more suitable time to deal with it).



Children are encouraged to express their own ideas both orally and non-verbally.

Using Communication Patterns That Promote Fair Opportunities For Children to Learn

Attempting to establish rapport with the children in your classroom is an extremely sensitive issue. Often, teachers quite unwittingly behave in a way that prevents them from having positive interactions with students. For example, teachers may, either by choice or by school policy, use grouping by achievement as a means for offering instruction in the classroom. Although subgrouping the student in this way is logical and efficient, it is not unusual for students to assess their own worth according to the group to which they are assigned. Students in the lower-ability groupings often look upon themselves as inferior or incapable.

Teachers have also been known to treat students differently because of the group to which they are assigned. A survey conducted by Phi Delta Kappa Educational Foundation,* discovered that:

> ...The high achievement easily earned by those from favored backgrounds is overpraised while the lesser achievement accomplished by disadvantaged children receives, at best, "benign neglect"; at worst, invidious comparison. The effect is most noticeable in the poor self-concepts of average and lower-ability students, but this spreads to effort and achievement; in some "knowledge-centered" classes, this leads to friendless isolation among low achievers and is an invitation to these children to drop out early.

In some cases, teachers may use more demeaning and directive teaching approaches for children in the lower-ability groupings. And children are generally not given the chance to move from one group (e.g., the low-status group) to another group.

Establishing good communication with children can also be a problem in classrooms where students' use of language, set of expectations, mannerisms and behavior does not conform to that of the dominant cultural group. The teacher will undoubtedly experience some discomfort when students are boisterous or talk when the teacher is explaining something. It may be equally difficult to relate to children who are extremely reticent and non-responsive when called upon to express an opinion or explain a thought. Often, the teacher will assume that the unusual behavior will disappear as soon as the student adjusts to the school. He or she may not realize that a child who has recently come from a foreign country, who lives in an ethnic minority enclave or whose social class is not that of the school, may be receiving a bewildering set of messages to which he or she responds in different ways. These children must go through the experience of expanding and transforming their basic cultural beliefs and values at the same time that they are expected to be transforming their cognitive processes. Sometimes, they may greet this intense conflict with overt rebellious behavior; at other times, they may appear more passive, as they silently experience confusion.

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*Findley, Warren and Bryan, Miriam, "The Pros and Cons of Ability Grouping" in Fastback 66, Phi Delta Kappa Educational Foundation, 1975.

While making his or her own life more palatable, the teacher can play a significant role in assisting the children through their transformation processes. When thinking about how to help children through one aspect of transformation -- adjusting to the culture of the school -- it is important to remember that it is the majority group in our society, whose culture determines the culture of the school. As current research into cultural communications systems points out, majority group members in the U.S. tend to operate according to the following assumptions: *

- that many things that are considered luxuries in other lands should be part of everyday life
- that in large part, one can create one's own destiny; that a person can achieve what he or she is willing to plan, sacrifice, and work for (i.e., problem solving is possible and necessary)
- that competition and aggression are admirable, as are those who achieve success through hard work
- that direct feedback and criticism are good, as is looking directly in the eye of the person to whom one is talking
- that engaging in physical labor (e.g., working in the yard) is acceptable no matter what your social class
- that one should try to look, act and feel young
- that the ideal family is nuclear
- that standard English should be used
- that school and studying are serious business

As it happens, some of the beliefs of people from other countries or subcultures in the U.S. are inconsistent with these and other beliefs highly valued by middle America. For example, some members of ethnic minority groups do not believe that they can change their lot through education and hard work; others are reared to compete at play but to cooperate at work. Still others believe that lowering the eyes is appropriate when conversing with an elder or when considering a response.

Although teachers as well as students will experience some frustration and anxiety when students come from a different culture than that of the

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*Intercultural Communication (Provo, Utah: Brigham Young University Language and Intercultural Research Center, 1979).

school, those who can tolerate some ambiguity and can adapt their ways of doing things to the needs of the children will soon find that they are learning a great deal along with their students. The following suggestions may speed the process of adjustment for both teacher and students:

- Rather than assuming that children understand what is expected of them, the teacher will do well to help children know what their role is and how the teacher will expect to be working with them. Students should know and discuss the following with the teacher:

  - the daily schedule: What the teacher will be doing during a specified time frame and what the children will be expected to do
  - the lesson: What the task is, what to do with it when it is completed, who may or may not "help" during the activity, etc.
  - the transition periods: Who helps, when, with clean-up; what those not involved are expected to be doing, etc.
  - the feedback sessions: How everyone feels about what is going on in the classroom and how it is functioning. (Children should periodically have an opportunity to express their ideas and evaluations of "classroom experiences.")

- Children can help to determine the classroom order, pacing and degree of formality by participating in planning experiences. The teacher who is concerned about "things getting out of hand" can reserve the right to have the time to think about the consequences of a decision. If an idea is not feasible, the teacher can veto it after telling students the reasons. By engaging children in the decision-making process in this way, the classroom can become more an environment of mutual trust.

- Engage children in small- and large-group discussions, role-playing experiences and activities in which they may express themselves non-verbally. They should have the opportunity to offer their own ideas about each of the following:

  - how to greet each other (e.g., adult to child and child to child)
  - how they prefer to talk with the teacher (e.g., next to each other, across the table, touching, etc.)

  - what certain non-verbal expressions mean (e.g., eyes lowered, hand on hip, etc.)

  - what they do and do not feel comfortable talking about in class (e.g., family, their feelings, religious beliefs, etc.)

  - what the family expects children to do

  - how they feel about being praised for work

  - what they get excited about learning

- Involve children in experiences in which they help to define or describe ideas from their own experience. For example, they can use their own frame of reference to define "home," "family," "breakfast," etc. In one community, children defined "home" as a house, apartment, truck, trailer, tent, park and bench.

David Whitten, a second-grade teacher in the Lebanon, New Hampshire, Follow Through Program, describes the methods he uses to enable students to feel accepted while they are demonstrating their understanding of the concepts being discussed in the classroom. After stressing that the teacher should firmly establish that no child or answer should be labelled wrong or stupid, Whitten writes:

> ...When children feel comfortable in taking risks, they begin to try out new ideas and to devise unique solutions to various problems. Then, when a teacher asks, "How did you get that answer?" a child is eager to explain his or her often unique solution. Let's take an example:
>
> Teacher: "Yesterday seven people brought in permission slips to go on our trip. Today eight more people brought in their slips. How many people have now returned their slips?"
>
> John: "Fifteen."
>
> Teacher: "Any other answers?"
>
> Tom: "Fourteen."
>
> Teacher: (Writing down answers on the board) "Any other answers?"
>
> Mary: "Sixteen."
>
> Teacher: "Any others? All right, who can explain how they arrived at their answers?"

> When a child is asked to explain how he or she arrived at an answer, he or she almost always sees the mistake and fixes it... Seeking only the right answer shuts off any investigations into the process and in many instances rules out creative and imaginative solutions. Correct answers alone are not synonymous with understanding. Being able to "carry" in addition but having no understanding of the place value is a prime example. The right-answer syndrome also tends to encourage wild guessing... Have you seen a child who has been conditioned to give only right answers?
>
> Teacher: "What is 5 + 6, John?"
>
> John: Scratching his head, John pauses momentarily and then, smiling brightly, answers, "Ten." Still smiling, he carefully scans the teacher's face... Sensing his answer is wrong, John pretends to rework the figures in his head, then beams brightly with "Twelve." He intermittently lights up until he finally arrives at what the teacher wants.

Teachers can also help children feel accepted enough to take risks if they are conscious of the fact that some children may not have an adequate opportunity in class to provide answers. Some researchers have discovered* that many teachers tend to shun low-achieving students in favor of calling upon those who are most apt to respond to questions. To counteract this tendency, teachers can increase the frequency with which they call upon children who have not been successful in class or who appear to be more reticent. To aid these students, the teacher will have to be patient and give the students more time to answer questions. He or she may also need to consider, in advance, several ways of rephrasing a question or providing clues to ensure that a student can come up with a successful response.

Since many teachers do not realize to what extent they do or do not actually avoid calling on certain students, the teacher may want to audiotape a 20- or 30-minute interaction several times over a period of time. While listening to the tape, the teacher can then chart the names of the children responding and not responding, the nature of the questions and the means that he or she is using to guide children toward offering successful responses.

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*Petit, Tim, "Program Trains Teachers to Recognize How They Shun Low-Achieving Students," in the Oakland Tribune, May 14, 1981.

Modeling Pluralism: Using Facilitating Methods That Support Student Diversity

To ensure that children receive support that is appropriate to their unique learning patterns, the teacher should adapt his or her teaching methods to the unique needs of the student. Children who seem to prefer a formal classroom will respond best to being given precise instructions and few options. They like to know when answers will be checked and what to do with papers when they are finished with them; these children will also want further direction to tell them what to do when they have completed a task. Children who seem to prefer more informal classrooms also like to have many options available to them and enjoy being able to move about the room more freely than their more formally-oriented classmates. They will also make more noise than the other children as they interact with their peers and the teacher.

Similarly, those children who are more outgoing may prefer that the teacher make himself or herself available to answer questions. They like responses to questions in the form of analogies and anecdotes, and seem to learn best with individual or small-group attention. Often, if there are many of these children in a classroom, it is helpful to have additional adults or helpers such as foster grandparents, cross-aged tutors and parents. Team work and group assessment is often productive in this setting, too. For those children who appear to be more internal, the teacher often plays the role of facilitator more than interactor. In this situation, the teacher assists when needed--usually to raise questions to help the learner discover solutions to a problem on his or her own. Internal students often thrive on task cards that offer open-ended problems and learning games, such as math bees and math bingo.

It may also be possible to categorize students' preferred learning modes as primarily auditory, visual or kinesthetic/tactile. For the auditory learner, the teacher can provide stories on tape, oral instructions for tasks and assignments and oral examples and anecdotes when clarifying concepts. With visual learners, the teacher will use many charts, graphs, cartoons, etc. to illustrate ideas as they are being discussed. Kinesthetic/tactile learners, on the other hand, thrive on activities that enable them to use their bodies in constructing objects, role playing, etc.

The task of teaching students with diverse learning modes as well as different degrees of competence can be a formidable one if the teacher assumes that at every moment he or she must do something different to accommodate to individual children's needs. Rather, the teacher can foster several modes of learning when presenting a single lesson to the total class or a group. For example, as the teacher provides oral information, he or she may display the same information on a chart. The teacher can also present the information by providing an opportunity for children to interact with each other or move their bodies so that all of their senses may be stimulated as they discover new skills or ideas.

Or, teachers who usually divide children into two or three different groups, each of which focuses on a particular assignment, can honor the diversity by consciously planning learning activities so that during the course of several days, each group has activities that capitalize on several modes of learning. For example, the members of a group would not only read orally from a selection in the basal text but on different days they might listen to audio tapes of a story as they read along. Or, they might take turns to act out the meaning of a sentence, might use their reading workbooks, might read silently and/or might share orally with the group. Offering this variety makes it more likely that each child can use his or her preferred learning mode several times during the week. Another way to provide for a range of learning styles to be utilized is to organize activities so that during some periods of the day, all children can work alone and at other periods, children can work with one or more partners.

As still another alternative, the teacher may decide to use a more personalized and elaborate approach because of the length of time required to master a skill and the degree of competence or confidence of an individual learner. One such approach is the "situation teaching"* strategy. This method is based on the assumption that children's achievement will vary, depending upon the specific skill objectives being taught. The corollary assumption is that it is useful at times to group children by achievement to help them gain a specific skill (e.g., a computational skill). The method requires that the teacher assess the children's needs and group them according to these needs and strengths. Although the children may be grouped in several ways, two that we recommend include:

- Grouping those with strengths in a given area with one or two who have need for help in that area. This heterogeneous grouping facilitates peer tutoring and role modeling by the children and, when this method is used in a sensitive way, both the children with the strengths and with needs can profit from this grouping.

- Those who need to work toward mastery of a specific objective may be grouped together. They can be provided with group or individual assistance/instruction activities and can be given problems that are specifically designed to help them achieve the skill.

The pivotal point in this method is the way the teacher facilitates individual/group growth. To maximize students' growth, the teacher should expect to work with each child or group according to their degree of maturity (i.e., the child's ability to perform a specific skill or task) and the degree of direction that the child may need to work toward the achievement of a goal with or without the teacher.

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*Adapted from Hershey and Blanchard's Situational Leadership (La Jolla, Ca.: Learning Resources Corp., 1976).

The teacher works closely with some children...

...and gives others the option of working in small groups or alone.

This teaching mode assumes that different children within the classroom will require a different approach and that individual children will vary in their degree of maturity, depending on the specific task or objective to be accomplished. For example, a child may need minimal teacher support as he or she applies computational skills in the classroom but the same child may need some start-up help from the teacher to be able to read orally in an effective way. This same child may have tremendous difficulty doing reading comprehension tasks since he or she has not learned to read for meaning and can sound out words but does not think about what is being said. The method that will enable the teacher to provide appropriate help is depicted in chart form on the next page. As the chart indicates, there are four teaching strategies that the teacher may use: "tells," "sells," "guides" and "delegates." At the bottom of the chart, the strategy that the teacher is to use is specified, based on his or her observation of a child's ability to achieve a specific objective. It is assumed that each child will experience the full range of facilitation strategies, according to his or her ability to perform each of a broad range of tasks. In fact, if the teacher discovers that he or she is using the same strategy with a single learner most of the time, he or she may be stereotyping that child. The teacher should then assess his or her expectations about this child's competence and should review the nature and breadth of the learning activities being provided.

SITUATIONAL TEACHING

	The Teacher Tells	The Teacher Sells	The Teacher Guides	The Teacher Delegates
CHILD HAS:	Low Performance (Doesn't know skill) and/or Low Self-Direction	Moderate Performance (Knows is practicing skill) and/or Moderate Self-Direction	Moderate Performance (Can apply skill in well defined situations) and/or Moderate Self-Direction	High Performance (Has mastered skill; can teach/tutor others or provide enrichment) and/or High Self-Direction • asks own questions • uses resources to find answers • plans, makes decisions, manages time • keeps on focus (within group or alone) • shares ideas • self-assesses
	<--- Degree of Self-Direction increases toward --->			
TEACHER DOES:	• Informs What/when/how Criteria for excellence • Helps get started • Is close by to help get started • Monitors progress or provides tutor	• Motivates Challenges learner to "own" the task. Once interested can work on task alone or with partner. or • Explains nature of problem • Works through sample • Child left alone or with partner to complete task	• Guides Child participates in clarifying & planning task or • Provides open-ended problem Child is encouraged to determine ways to accomplish task (e.g., materials, process)	• Lets child tutor others Child encouraged to help another child, peer or cross-aged, to acquire skill • Provides enrichment Child encouraged to raise own questions, to create own problem (e.g., math board game) and to work through problem alone or with others

To use this method effectively then, the teacher meets with a student or group to plan how they will work together to attain a specific objective. To make sure that the teaching method is appropriate to a specific objective and activity, teachers will need to continually reassess the child's or group's progress. Meanwhile, the children participate in discussions about where they are and what the expectations are for their current performance and future movement. The students may contract with the teacher to work and be assessed in a different way.

To begin with, teachers may prefer to try the strategy with only a few learners, during a specific period of the day, or when teaching a specific discipline. The procedures for effectively using the method include:

- diagnosing the child's level of maturity by reviewing formal and informal measures of achievement and by observing the degree of support the child needs (based on his or her patterns of behavior)
- placing children in a group to acquire a specific objective, based on whether the teacher prefers heterogeneous or achievement grouping
- identifying the specific degree of maturity for each student and meeting with the individual or the group to discuss the focus of an activity and to suggest the manner in which the teacher will provide support
- trying out the plan for a brief period of time
- meeting with individuals or small groups of children periodically to discuss how the plan is working and the modifications that may need to be made in order for the system to work more effectively for them and for the teacher

C. Methods of Providing Integration and Application Experiences

Mental *integration* is the act of relating new information or skills to previously-acquired knowledge and competencies. The purpose of the integration experience is to promote understanding by giving the learner the opportunity to find personal meaning in the acquisition of new skills or concepts. Current knowledge about the way people learn supports the use of integration activities in several ways. We know, for example, that the mind receives information through the senses. In the case of children who see slides and hear a consultant talk about Mexican masks, the mind takes in familiar information because the information relates to previously-held understandings (e.g., masks remind children of Halloween). Unfamiliar information is also retained, as the mind works toward assimilating it by trying to relate attributes of previously-held information to attributes of new information. By stretching, bending and building on the old, the mind creates new structures or alters old ones: for example, Halloween masks relate to spirits; Mexican masks relate to entering the soul of the gods. The pre-Hispanic people did not go trick-or-treating with their masks. They put on their masks and danced when the natural elements became threatening. Integration activities show children the relationship between old and new information and in that way, help to promote the assimilation/accommodation processes that are a natural part of learning.

It should be emphasized that by ensuring that information makes sense to students--by helping them relate new information to knowledge that is personally meaningful to them--they can retain and retrieve the new pieces of information. When an unfamiliar piece of information begins to make sense, children are comprehending. Unfortunately, multicultural activities are often presented as one-day experiences during which students celebrate a particular holiday. Little is done to help children retain the cultural information they receive and to use it to inspire them to learn more about themselves and others or to motivate them to apply the information. Usually, the children do not have opportunities to talk or write about these one-day celebrations or to compare their experience to another event or situation.

The purpose of focusing on integration, then, is to enable each child to identify what he or she is learning and to express his or her feelings and opinions about the piece of knowledge or activity. The child should then be helped to make comparisons, to develop a rationale for learning the skill or acquiring the information, and to discover a way to use the knowledge or skill in his or her own cultural context (i.e., in his or her own neighborhood). For example, Sylvia Marroquin, a first-grade teacher who participated in the RMBS Project, said that when studying another culture the children in her class "...always compare how it is different for them or the same. It always comes back to them. That's what they know. They go back to the familiar."

Teachers have helped children to relate new information to familiar information by asking the children to write, draw, talk to another child or speak into a tape recorder, among many other methods. Most frequently, teachers who guide young children through an integration activity suggest that the child do one of the following:

(1) Describe what you did (saw, heard, felt), what you liked, did not like about the experience.

(2) Think of something that you once experienced, or saw before that is like this. How is it similar or different?

(3) What do you think the purpose for learning or doing this is? Think about one way this might be useful to you outside of school.

The activity on the next page offers a set of procedures for helping children to integrate information by having the opportunity to express their own ideas about particular school experiences or skills. Integration procedures have also been suggested at the bottom of many other activities in this book.

Children show each other the products they have made during an integration activity.

EXPRESSING IDEAS ABOUT THE WAY NEW SKILLS OR KNOWLEDGE MAY BE USED OUTSIDE OF SCHOOL

Objective: To encourage children to experience and express their ideas and feelings about a specific classroom activity or toward the skills and knowledge they are learning.

Rationale: Teachers can model respect for children by allowing them to express their ideas and to relate new experiences or skills to previous experiences or competencies.

Procedure: Gather the children together in a small group. Ask children to express their ideas about the new skill or idea that they are learning. For example, ask them to draw a picture of a way they have seen someone use the skill (e.g., using rulers to measure) previously or ask them to predict how they may use the skill outside of the school setting. Pictures and stories could be shared with the group and a chart could be made about ways people use rulers in the community and how children may use them.

In addition to integrating new information into the body of knowledge and experience they have already acquired, *students need to apply their new skills and ideas in the classroom and elsewhere if they are to really master these competencies.* By having the opportunity to apply their new abilities, students can be helped to see themselves as successful, effective people. This is important for the children from cultural groups that have little power in the larger society, since these children may feel that school was not a valuable experience to family members and acquaintances if the latter have not been successful in the marketplace. Even when children do not think about the long-range benefits of using math or writing skills to keep household records or find a job, application activities can be immediately rewarding.

In planning application activities, the teacher will find that the information he or she has gathered about the children through dialogue with the children, discussions with parents and becoming familiar with the children's culture and ethnic group, will be a valuable asset. By knowing how children will use the skills they are acquiring in the classroom outside school, the teacher can help the children test their abilities in a supportive, risk-free environment, making them better able to use those skills in their outside environment. Children who learn that their ability to subtract will enable them to be sure they receive correct change when they go to the store may be more motivated to acquire math skills. And those who find that being able to read and follow a recipe will enable them to cook some of their favorite foods will be similarly motivated.

Children apply math skills to measure the food they are about to cook when they make dishes from the cultures of specific ethnic groups.

When providing application activities for children, teachers may want to ask students who have mastered a new ability to tutor one of their peers in attaining the skill. Or the students can be asked to use the ability in a new way. Good readers, for example, could audiotape stories for limited readers to listen to as they look at the story in print. Or children who are skilled at math might use their skills as a means to communicate ideas to others via graphs and charts or to decode messages from others. To add further variety and excitement to the classroom, children may be encouraged to practice their new skills by reading their favorite comic books; writing, reading and singing the popular songs they like best; developing and acting out their own script for a popular television story or commercial; computing and graphing their time in a bicycle or model car race, etc.

Cultural activities often offer excellent opportunities for application since they require children to gather information, express their ideas orally or in print and compare data. However, certain skill-building activities may not readily lend themselves to being combined with cultural content. Some children may also find it distracting to focus on cultural content when they are learning a particular skill. In these instances, it may be best to introduce the cultural activity after the children are reasonably able to utilize a skill. For example, after the children have learned the rudiments of investigative reading, they can use this ability to discover information in literature; or they can use their math skills to measure the items they will need for making a product.

The following activity suggests a procedure for applying skills and knowledge that children have already attained.

THE FRIDAY FLASH: APPLYING LANGUAGE ARTS SKILLS*

Level - First Grade

Objectives:

- Children will use their ability to make complete sentences to describe past activities.
- Children will demonstrate their ability to express themselves orally about personal experiences, feelings and attitudes.

Focus: Students have independent and group experiences in oral and written language and develop a weekly newsletter.

Resources:

- Large chart paper
- Ditto master
- Sample newspapers displayed

Procedure: Children relate the personal experiences they have had with newspapers. Then they discuss newspapers--their functions, "layout", the kinds of information they provide, etc. Explain that the class will have a newspaper to share ideas they have with other people.

Ask if anyone has information for the paper. Take the children's dictation and write it down, using the child's own words. Point out punctuation. Choose a different child each week to do the "cartoon".

Run the papers off (take children with you the first time to see the paper being produced).

---

*Developed by Shannon Mills, teacher, Fresno, California.

The Friday Flash!

Oct. 27th

News

Dear Parents -

Next week we will be having a Halloween Party (Oct. 31st)--save that date in the morning--more information to follow later.

We went to the fair yesterday...Kim

My cat had babies!...John

We are adding in class...Karen

The pumpkin is going to get cut--we're making a jack-o-lantern!...Susan

We made witches...Alex

Our reading books are fun!...Sally

Editorial

Please! No gum at school!

Cartoon by John

New Spelling Words Underlined

Karen and John go in the store.

Our sounds this week are K (as in Karen) and J (as in John)

D. Methods of Providing Activities to Develop Ability to Formulate Concepts and Generalizations and Make Comparative Studies of Cultural/Ethnic Groups

One major reason for including multicultural content in a school curriculum is to enable children to increase their knowledge of human behavior and relationships. Children can begin to understand patterns of behavior and predict likely occurences by grappling with various cultures' beliefs about why and how people act as they do.

Although many teachers make a strong effort to get at these truths, the learning experiences they provide have tended to stress the acquisition of *facts* about specific individuals, groups of people, events and/or situations. For example, children may learn the fact that Japanese-Americans were interned during World War II or that the Chinese New Year is celebrated with a parade that includes an actively-moving dragon. While facts are important for knowledge building, they are limited in the amount and type of information they offer. As James Banks, a specialist in ethnic and multicultural studies, states:

> Facts are specific statements which can be tested with available data or data that can be obtained...factual statements...are quite limited in the data which they reveal or contain and are very limited in their ability to explain and predict behavior.*

Children, for instance, may be asked to learn the fact that the Mexican flag depicts an eagle sitting on a cactus. Yet, this information will not help children explain or predict the behavior of the Mexican people nor generalize to predict any human behavior.

Concepts, on the other hand, "are part of a process which assists and usually precedes the development of generalizations."** A concept may be defined as "a mental image of a set of characteristics common to any and all examples of a class/category (such as people, objects, events, situations or ideas)."*** Two examples of a concept are:

1. All four-legged animals with hair on the body that communicate by barking.

2. Any body of land that is smaller than a continent and is bordered on all sides by water.

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*Banks, James, Teaching Strategies for Ethnic Studies (Boston: Allyn & Bacon, 1975, p. 37).

**Taba, Hilda, et al., A Teacher's Guide to Elementary Social Studies: An Inductive Approach (Reading, Mass.: Addison-Wesley, 1971, p. 65).

***Ehrenberg, Sydelle D., "Concept Learning: How to Make It Happen in the Classroom," in Education Leadership, October, 1981, p. 39.

Two "non-examples" (i.e., inappropriate or invalid) of a concept are:

3) collie

4) island

Item "3" is not a concept. Rather, it is a specific example of the class of animals described by the concept stated in item "1". Similarly, item "4" is not a concept; it gives the mental image stated in item "2" an English-language label, but it does not convey the characteristics of any and all examples. A concept, then, is a mental set of attributes or characteristics that a person believes to be true of all items or living things within that same class of objects or living matter.

The value of emphasizing concept development in teaching children is that once children are able to formulate concepts, they can begin to predict certain truths about those examples of the same class who have the same set of characteristics. If, for example, a child understands the concept, *a group of people who are related by blood,* and knows that a major characteristic of this type of group is that someone in the group is responsible for caring for the younger members of the family, the same child will know that another student is still describing a family even though he says he lives in one place with his mother and his sister lives in another place with his father. Since this group of people still fit the mental image of a group of people related by blood, other students can fairly safely predict that this mother and/or father care for the children. However, when another child indicates that several people live in her home who are unrelated to the family and pay rent in order to live there, the other students will probably be able to predict that the unrelated adults will not be responsible for the care of the children living in that home. Formulating a concept, then, entails understanding the characteristics that are common to a particular mental image. Once children understand, for example, that certain attributes characterize the label, *family,* the label can be used to articulate that mental image. As the children participate in discussions where they delineate the attributes of a mental image or concept, they can talk together meaningfully about that concept since they now share a common understanding of its characteristics.

It is important to realize, however, that concepts are mental pictures encompassing characteristics that have been commonly agreed upon by people within a specific cultural experience. They are not fixed notions that have right or wrong. As Sydelle Ehrenberg, in her article on concept formation, explains:

> ...Although it is difficult for us to realize, our concepts are not what is but what we have learned to think is. As a cultural group, over time, we decide what things are and what to call them. We store our current sets of characteristics and the concept labels that go with them in the dictionary and this becomes our "authority"...(but) dictionaries need to be

> updated periodically to keep up with our changing concepts and concept labels and to add concepts that are newly developed and commonly agreed upon.*

The concept "family" is one illustration of Ehrenberg's point. As people become more mobile and move away from the towns where they were born and still have blood relatives, some have come to think of people whom they can call upon during emergencies and with whom they celebrate special events and holidays as "family." It is thus a good idea for teachers to let children know that the concepts that they are learning may change and that new concepts can and are being developed.

Young children, in particular, conceptualize by perceiving the characteristics of a concept directly through their senses in several different situations. To help children formulate concepts, they should have opportunities to touch, taste, see, hear, smell and move their bodies to discover the characteristics of a concept first-hand. For example, children will attain the concept that we label *self-image* after they have the opportunity to see, touch and compare each other's hand size, hair texture, eye color, skin color, body size, etc. and make distinctions between themselves and others.

When learning about a concept that entails understanding the feelings or ways others view the world, children should have opportunities to use their imagination to get a "sense" of what an event, group of people, situation or circumstance might be like in another community, period of time or part of the world. To aid in this process, teachers may ask children to recreate an artifact used by another group of people, and then role-play a situation in which the artifact might be used (e.g., as in making Mexican jaguar masks and putting the masks on to participate in dances that emulate what pre-Hispanic people felt in addressing the threat of natural disasters).

In helping children to formulate a concept, they may use the following steps. First, they will use their senses to discover the essential attributes of the concept. For example, they may compare themselves to others by touching, looking, listening, etc. Next, they will describe what they see (e.g., hair color, complexion color, etc.) These descriptors are the way they will characterize the attributes that distinguish themselves (or any individual). Finally, they will give these attributes (e.g., hair color, eye color, complexion color) a label such as "identity," or they will be helped to understand the label that the teacher offers. They can then be guided to provide additional examples that fit the concept (e.g., body size, fingerprint, etc.) and those that do not fit the concept. Teachers can assess children's understanding of a concept by seeing whether they are able to provide examples and non-examples of the concept or he or she can ask the children to describe what they perceive through their senses and imagination.

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*Ehrenberg, Sydelle, op. cit.

Children use their imaginations and their senses of taste, touch, smell, sight and hearing to develop mental images of the traditions of people of different cultures.

The broad concepts that the activities on the following pages focus upon--*self-image, family diversity/ethnic identity and cultural diversity*--have been chosen because they reflect the affective, social and intellectual concerns that are of paramount interest to young children now. There are also several narrower issues that are important for children to understand in order for them to begin to comprehend the characteristics of the broader concepts. Below is a list:

Self-Image

Identity
Modes of communication
Ways of behaving
Abilities and interests
Individual differences and similarities
Value of differences

Family Diversity/Ethnic Identity

Family
Family interdependence
Family activities
Ethnic group identity, traditions, customs, artifacts

Diversity between and among groups of people
Ethnic group appreciation

Cultural Diversity

Community/groups
Influence of groups
Cultural groups
Contributions of groups
Group interaction/interdependence
Discrimination
Social change
Community resources

The series of activities that follow illustrate ways in which children may be helped to begin to formulate some of these concepts.

Self Image - Identity: Feelings - p. 61
Complexion - p. 63
Similarities & Differences - pp. 65, 67

Family/Ethnic Group - Family: Interaction - pp. 69, 71
Relations - p. 75
Similarities & Differences - p. 77

Cultural Diversity - Relationship to Groups - p. 75
Discrimination: Ethnic Bias - p. 79
Interaction: Diverse Perspectives - p. 81

For additional examples of learning activities that focus on these concepts, see Chapter V, A Sampler of Multicultural/Academic Classroom Activities. See also Appendix A in the Overview Handbook for a complete bibliography of children's literature related to each of the broad concepts and Appendix E for an example of how a unit of study may be designed to incorporate one concept.

PEOPLE HAVE FEELINGS*

Objectives: The child will:

- Identify feelings by looking at pictures and relate those feelings to his or her life.
- Be aware that although all of us are different, we all experience the same feelings.
- Draw and label three feelings he or she has had and share them with the class.

Focus: Discovering personal feelings

Materials:

- Chart paper
- Felt pens
- Construction paper
- Crayons
- Polland, Barbara Kay, Feelings: Inside You and Out Loud, Too (Millbrae, Ca.: Celestial Arts, 1975)
- Filmstrip/Cassette: Kindle Series #1 - "Who Am I" #AY6979 (Englewood Cliffs, N.J.: Scholastic Inc.)

Procedure: Have chart paper set up with the word "Feelings" written on top. Ask the children what they think we are going to talk about.

Children name all the different kinds of feelings they have had and the teacher charts them on paper.

The children are then asked to look for the feelings they listed in the book and the filmstrip.

After discovering the information, the class discusses the feelings represented and the children share when they have had the same feeling.

The children then go to their seats and make a "Feelings Flag" out of construction paper divided into three parts. They draw three strong feelings they have had on the paper and label these feelings.

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*Developed by Bridget Brown, teacher, Washoe County School District, Nevada.

Integration: The children then share with the class their pictures and feelings. The teacher marks off on the chart what feeling they chose to see and which feelings were felt most by the children. They discuss the nature of the situations that evoke the feelings as well as the variety of feelings they have had related to a similar situation.

MAKING MY OWN SKIN COLOR

Level - Kindergarten to Third Grade

Objective: The child mixes colors to match his or her own arm color and begins to recognize that all skin colors can be mixed from the same five colors.

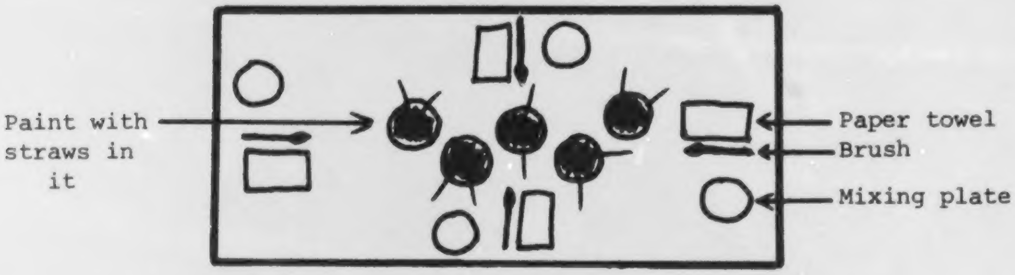
Preparation: Children should have had experiences (1) in mixing secondary colors from primary colors and (2) in mixing colors to match another one.

Materials:

- The following tempera colors mixed with bentonite: red-orange, blue, white, brown and yellow
- A mixing plate or pad (for each child)
- A brush (for each child)
- A small item for dipping out small amounts of paint (a straw works nicely)
- White paper for painting, or papier mache puppets

Set-Up:

- Table (see illustration below)



- Sink or basin for clean-up
- A maximum of three to four children
- A teacher aide or volunteer may be a helpful assistant during this activity, since some supervision is needed as children make choices
- Water for cleaning brushes, placed nearby

Procedure: It may be desirable for the children to begin with a common color. Then, let each child decide where to go from there. Such statements as the following may encourage decision-making:

"Do you need a lighter or darker color?"
"Do you think it needs more red-orange or yellow?"
"What will blue do to the color, make it lighter or darker?"

From the teacher's own experiences in color mixing, he or she should guide the children toward satisfactory solutions to problems.

The children should be allowed to make mistakes. Comparison of their own arm coloring with the results of their mixing should help the child to determine whether there is a need for correction or not.

The child should paint the puppet or a picture of himself or herself with the successful color.

The teacher helps children to compare and state how colors are different (e.g., "Sally used lots of yellow in hers. Harry needed more blue in his.").

The children should display their efforts.

Integration: Children write a statement to conclude the sentence: I like my own color because ________________________. It makes me think of ____.

Application: Children have a puppet show, after painting the puppets.

Children mix paint and make puppets to match their own skin hues.

FINDING PERSONAL ATTRIBUTES

Objectives:

- Children discover how they are the same or different in personal attributes.
- Children practice articulating their appreciation of the similarities and differences in personal attributes.

Materials:

- Piles of colored fabric or crayons, pastels, etc.
- Construction paper
- Glue
- Mirrors
- Pencils
- Lined paper
- A likeness and difference graph
- Magnifying glass or microscope
- Walton, Darvin, *What Color Are You?* (Chicago: John Publishing Co., 1973)
- Showers, Paul, *Your Skin and Mine* (New York: Thomas Y. Crowell, 1965)

Procedures: The teacher sets up three learning centers with the following choices:

Task Choices:

Task Choice 1: Making, Describing and Comparing My Personal Color Harmony

Materials: The first six items listed under "Materials" above.

Directions:

- Take a mirror. Observe your eyes, mouth, hair, face. What colors are each? What different colors do you see in each?
- Find a piece of fabric that most nearly matches your colors.
- Glue the colors to the white paper. Make a design if you like.
- Find someone in the room who has a facial attribute that has a similar color to your own. Talk to the person about it.
- Find someone in the room who has a facial attribute that is a different color from your own. Talk to the person about what you like about the difference.

Task Choice 2: Likenesses and Differences Graphs

Walk around the room (without bothering anyone) and note the hair and eye color of each person. Put each person's name in the proper column of each of these graphs.

HAIR COLOR				
brown	black	blond	red	other

Total No.

EYE COLOR				
brown	blue	green	gray	other

Task Choice 3: Investigating Hair

Some hair is long; some is short. Some hair is thick; some is thin. There are many kinds of hair. Write all the words you can think of that tell about your hair. My hair is:

________________ ________________ ________________

________________ ________________ ________________

________________ ________________ ________________

Look at one hair with a magnifying glass or microscope. Draw what you see.

Tape hair here. Draw here.

Choose a piece of someone's hair that is very different from yours. Look at this hair closely. Draw what you see.

Tape hair here. Draw here.

Here are some ways this hair is different from mine.

____

____

____

____

Here are some reasons I think I have hair in my nose and ears: __________

____

____

Does anyone in your class have the same numbers of hairs that you do? ____

Do girls have more hair than boys? ______

Do you get more hair as you grow older? _____

Assessment: In small groups, children are able to articulate the kind and nature of differences/similarities they see and they list words they can use to show appreciation of the differences.

DIFFERENCES

Objectives: The children experience a classroom in which the teacher models accepting and valuing differences.

The children become aware of differences between themselves and other people in the class by sharing information and products that tell who they are, who their families are and what their values are.

The children are able to identify ways they are different from others, using various modes of expression.

The children can discuss importance of differences.

Focus: Children learn that people are different, that we look and do things in different ways. They also learn that it is all right to be different.

Note: Since concept formation requires that children use the familiar to assimilate and/or accommodate new understandings, the teacher provides opportunities for students to start with concrete/personal experiences and, by sharing the outcomes of these experiences, begin to build an understanding of the concepts of differences and diversity.

Resources: Emphasizing differences in individuals--

- Steptoe, John, *My Special Best Words* (New York: Viking Press, 1974) [Black English]
- Peterson, Palle, *Sally Can't See* (New York: The John Day Co., 1974)
- Sobal, Harriet L., *My Brother Steven Is Retarded* (New York: Macmillan Co., 1977)

Family/ethnic group identity--

- Lionni, Leo, *Fish Is Fish* (New York: Pantheon, 1970)
- Buckley, Peter and Jones, Hortense, *William, Andy and Ramon* (New York: Holt, Rinehart & Winston, 1966) [Black, White & Puerto Rican]
- Raynor, Dorka, *Grandparents Around the World, Loving and Sharing* (Chicago: Whitman, 1976)
- Young, Biloine W. and Wilson, Mary, *Jennie Redbird Finds Her Friends* (Independence Press, 1972) [Chippewa]

Procedure: During and upon concluding learning activities that clarify the concepts of "self concept," "family interdependence," "community," "values," "traditions," and "cultural contributions," students orally express their individual beliefs, preferred way of doing things, or use an art form to depict their unique ideas, values or preferences. They are encouraged to discuss the diversity.

Students are encouraged to list, then group items, in order to see what is common to all people. For example, the teacher may chart:

List I - "What we look like"

Mary: Blue eyes, brown hair, white skin
Tom: Brown eyes, dark brown hair, brown skin
Sarah: Green eyes, red brown hair, light brown skin

List II - "What does everyone have the same?"

Eyes
Hair
Skin

Ultimately, the teacher encourages students to do a task in different ways, with different outcomes and to seek information that depicts differing perspectives.

Assessment: The diversity in children's products and oral expression depict the fact that they have the opportunity to express their own uniqueness.

LEARNING THE CONCEPT: FAMILY INTERACTION

Level - Second to Third Grade

Objectives: Children will be able to identify the attributes/characteristics of the following concept--family interaction.

Children will be able to look for information by searching for answers to precise questions in the books they read.

Focus: Investigating aspects of our own and others' experiences.

Resources: Books--

- Scott, A., Sam (New York: McGraw-Hill, 1967) [Black]
- Schloat, G. W., Conchita and Juan (New York: A. Knoft, 1964) [Mexican American]
- Molnar, J., Sherman (New York: Franklin Watt, 1973) [Chinese American]
- Steptoe, John, My Special Best Words (New York: Viking Press, 1974) [Black]
- Hunter, Kristen, Boss Cat (New York: Charles Scribner's Sons, 1971) [Black]
- Molnar, Joe, Graciela: A Mexican-American Child Tells Her Story (New York: Franklin Watt, Inc., 1972) [Mexican American]

Filmstrips with Cassettes--

- "Five Families" (Englewood Cliffs, N.J.: Scholastic, Inc.) [Includes five American families: Chinese, Black, Navajo, Mexican and White]

Procedure: At the beginning of a unit that focuses on the concept identified, students are encouraged to talk about and explore past experiences and ideas that they have had or have with regard to the topic.

Then, ask children to identify their own questions about what more they would like to know; list these questions. The teacher also makes suggestions (e.g., What makes a family different from another? What kinds of interaction does it take for family members to get along comfortably? etc.).

Children select a book or books pertaining to the specific concept and look for answers to the questions that the group has listed.

When the total class or a small group reconvenes, children share the information that they have discovered while the teacher charts the activities that the family members do when they relate to each other.

The teacher asks the students to group and label the types of interactions (i.e., play bingo, box, and play with the Atari set would all be classified as *play indoor games*). The session is concluded when children are asked to sum up the ways family members interact.

Assessment: Children can articulate examples and non-examples of family interactions.

Follow-Up: The same procedure may be used as children develop the concept for: group identity, group interdependence, and teamwork.

Now that children have discovered that members of families interact, they are asked to describe the way the interactions are similar and different within and across ethnic/cultural groups.

FAMILIES AND FAMILY RITUALS*

Level - Second to Third Grade

Objectives: Children depict the patterns their families use during a specific event.

Children gather information and compare families.

Focus: Children's definition of themselves is derived in large part from the structure and patterns of their family. In this activity, the students examine and share with others the rituals that exist in their homes. Differences in ethnic and religious backgrounds will expose students to the variety of ways their classmates and their families observe certain events, and will tell the teacher much about individual children.

Materials:
- Large sheets of construction paper or newsprint
- Crayons and paints

Procedure: There will be a general discussion of an event all students have experienced with their families, followed by an opportunity for students to recall what meaning the situation held for them.

To begin this activity, ask the students to choose an event (suppertime, bedtime, first snowfall, chores, shopping, etc.) that will be familiar and interesting to the whole class.

Have the students consider the family rituals that are part of that specific event for them.

On a large piece of paper, perhaps 3' to 5' in length, each student creates a picture strip showing his or her family on that occasion.

Have the students include the people who would be present and the actions that would probably take place. Each picture need not be precise but the natural sequence of the event is to be reflected in the placement of the pictures in the strip.

Once the picture strips are completed, set up a gallery where the students can discover how their family's rituals are like or unlike their classmates'.

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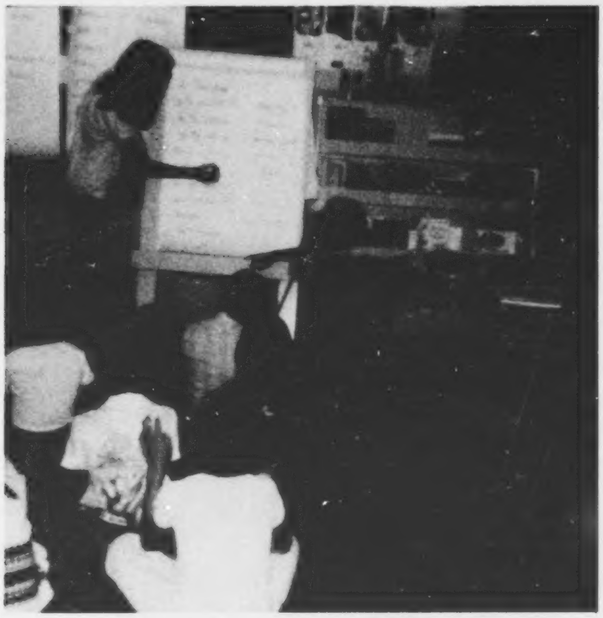
*Adapted from Yinger, Joanne, Organizing and Managing Responsive Classrooms (San Francisco: Far West Laboratory for Educational Research and Development, 1980).

In total or small groups, children discuss what they see. They list characteristics of practices and formulate a concept label (e.g., make list, go to store, purchase food, place in kitchen cabinet, etc.).

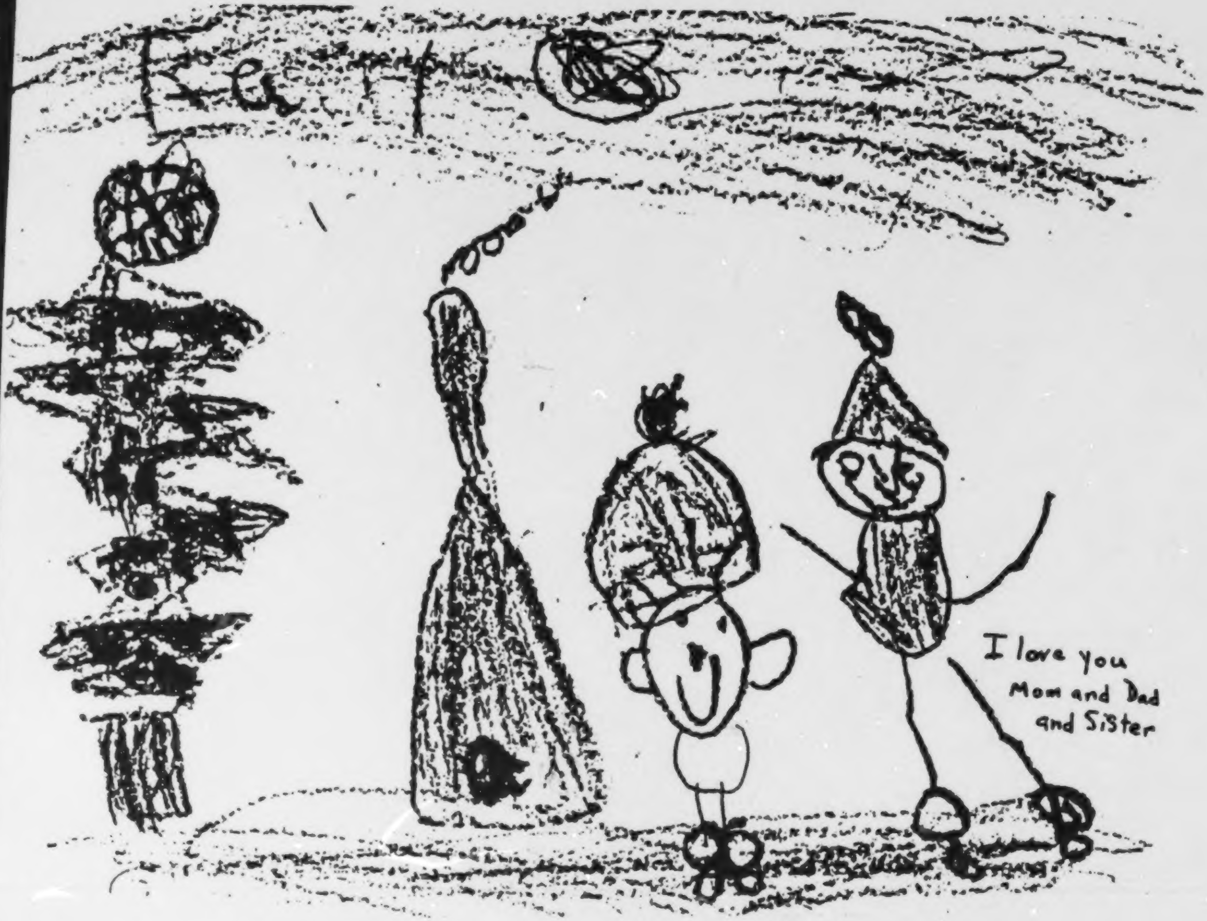
Then, they compare the similarities between families by asking: How different was my family's observance from most of the other students?

Integration: What makes your family's ritual special to you? What changes would you never want made?

Assessment: Children express orally or artistically one difference they noted between their own and another family.



Children group and label a list of activities that they do at home so that they can begin to understand the concept "Family."



I love you
Mom and Dad
and Sister

PART/WHOLE CONCEPTUALIZATION...SELF AND GROUPS*

Objectives: Children learn to:

- Perceive themselves in relation to others in the family and in school
- Conceptualize fractions
- State relationships
- See relationships to many groups

Materials:

- Paper and pencil
- Cuisenaire rods or cubes
- Children's books focusing on group membership, such as:
  - Green, Roberta, Two and Me Makes Three (New York: Coward, McCann & Geoghegan, Inc.) [Black, White and Puerto Rican]
  - Cannon, Calvin, Kirt's New Home (New York: Coward, McCann & Geoghegan, Inc.) [Black]

Procedure: Ask children to identify the number of groups of which they are a part by using Cuisenaire rods, beans or cubes to mark their places in various groups. Have them make a drawing of themselves in a group, together with a statement about what they do or like or dislike about being part of that group.

Discuss groups people belong to, i.e., families, school, church, city, etc. Use the blackboard to diagram visual examples of various family or school groups (read story and discuss voluntary and non-voluntary group membership).

Focus on things the children do in different groups. Elicit personal comments and examples from the class.

Show the choice of materials they can work with and ask them to make different groupings with themselves identified in each. Ask students to state their relation to the group (i.e., I am one of four, one of many, etc.).

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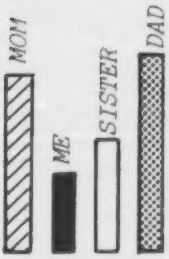
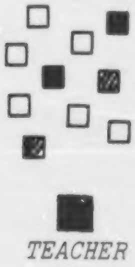
*Adapted from an activity developed by DeAnda, Natividad, Teaching Math Responsively (San Francisco: Far West Laboratory for Educational Research and Development, 1980).



MY FAMILY

US IN SCHOOL



Assessment: Note in discussion, in writing and in questioning, the following:

- Do they understand that as a group gets larger, individuals take a smaller role?
- What is their awareness level of the variety of groups they belong to?
- What is their concept of their favorite group as evidenced in the activity they depicted?
- How clear is their writing?

Integration: Have the children choose a favorite group, draw a picture of an activity they do in the group and write about it.

UNDERSTANDING DIFFERENCES AND SIMILARITIES IN FAMILIES AND ETHNIC GROUPS

Objective: The child will learn to identify some similarities and some differences between his or her family and another family.

Focus: The focus will be on activities that families do.

Resources: Books--

- Buckley, Peter and Jones, Hortense, *William, Andy and Ramon* (New York: Holt, Rinehart & Winston, 1966)
- Lerner, Marguerite Rush, *Red Man, White Man, African Chief: The Story of Skin Color* (1960)

Filmstrips and cassettes--

- "Five Families" (Englewood Cliffs, N.J.: Scholastic, Inc.)
- "Our Families" #AY34196; Scholastic social studies filmstrip with cassette or recording (Englewood Cliffs, N.J.: Scholastic, Inc.) [for first graders]
- "World View," a cross-cultural filmstrip, #AY0561; Unit 1: "Homes and Families" (Englewood Cliffs, N.J.: Scholastic, Inc.) [for second to fourth graders]

Recording, cassette and filmstrip--

- "The Mix" (Chevron School Broadcast, The Chevron Research Co., 1976)

Procedure: Children will list some of the activities that their family does together on Saturdays. Then they will group and label these activities, e.g.,

List I "Things Families Do"

Toni: Go to the park
George: Go shopping at the supermarket
Gerry: Visit my aunt who's sick

List II "Similar Things Families Do"

Provide: shelter
clothing
food
play

Children view the filmstrip, "The Pullins Family" from the Five Family series. It depicts the Saturday activities of one Black family. The children participate in a follow up discussion focusing on

- What did you see the Pullins family do?
- What did they do that was similar to activities that your family does?
- What did they do that was different?
- What did they do that you think was similar to some other Black families?

Children investigate other resources (books and interviewing people) to discover practices that some other Black families do that are similar and different from the Pullins family (e.g., housing, clothing, grooming, entertainment, etc.).

Then children are asked to express what they discovered. They discuss, draw pictures, make murals, write poems, stories, etc., to express what they know. They share their products with others. This same procedure is followed for families of a different ethnic group.

Children are encouraged to form generalizations regarding differences and similarities between families within the same ethnic group.

Assessment: Children's understanding of differences and similarities is determined by asking the child to

- Compare his or her family to another in the class by identifying what is similar and different.
- The child can draw pictures or describe orally some differences of people from two or more families of the same ethnic group.

DISCRIMINATION/ETHNIC BIAS *

Objectives:

- Children will increase their appreciation and respect for people different from themselves.
- Children will understand some behavior and practices that characterize discrimination.

Rationale: First, second and third grade children, individually and as a group, may respond negatively to another child or person because of ethnic or color difference. The teacher must find immediate and long-term strategies to help children understand their own behavior, to identify and use appropriate behaviors and to relate negative behavior to the perception of the person receiving the treatment as well as to other situations where similar events have taken place. Below are strategies tried by teachers participating in the Responsive Multicultural Basic Skills Project:

Strategy 1: For some reason my kids think that [ethnic group] is very funny. Like, an [_____ person] will walk into the room and they start laughing. And we look at films and we look at pictures that have [this group] in it or something that's [from this group] and they laugh. I provide as much information or try to read books on the life style to help them discover that they've got their own way of doing things--that it might be different from theirs, but it is still acceptable to them because that's the way they were brought up.

Strategy 2: Another teacher indicated that she displayed anger. She let the children know that she was upset when they made derogatory statements and laughed at another group of people. This teacher had the children discuss a problem: suppose you walked into the classroom and it was full of people of that group. Show us what you'd do when they laughed at you? Then, we role-played how they would behave when a child(ren) of another group called them names, etc.

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*Developed by Carolyn Fisher, Shannon Mills and Mary Casares, teachers, Fresno Unified School District, California.

Strategy 3: One teacher chose to use "biblio therapy" as the strategy. This person found children's literature which pertained to similar issues. She then had the children discuss their own experiences and reactions after they had discussed the situation in each story.

Assessment: Growth regarding these issues may be in several phases. Children may begin to talk about behaving differently before they actually demonstrate the change. Credit should be given to successes that indicate effort toward changing behavior.

Follow-Up: Children will be asked to identify the behaviors and practices that characterize discrimination by (1) reviewing their own experiences, (2) interviewing parents, and (3) reading books and seeing films that depict these behaviors and practices.

DIVERSITY OF PERSPECTIVES

Level - Third Grade

Objectives:

- Students experience an environment in which different points of view are encouraged by the teacher, who asks them to look at a situation, event or issue in more than one way.
- Students become aware of the differing points of view and experiences of people within and across ethnic groups by comparing and contrasting the expressions, experiences and conditions of different ethnic groups with regard to a common event and/or situation.

Focus:

Children learn that people see and feel things differently, and that they can understand more about a situation or event if they seek more than one point of view. They can also learn that the same situation may seem different to different groups of people because of the way they believe and/or because of their historical experience.

Resources:

- Beim, Jerrold, *Swimming Hole* (New York: William Marrow & Co., 1950) [Black/White perspective in bias situation]
- Dowell, Dorothy and Joseph, *The Japanese Help Build America* (New York: Julian Messner, 1970)
- Monjo, F. N., *The Drinking Gourd* (New York: Harper & Row, 1970)
- Meriwether, L., *Don't Ride the Bus on Monday: The Rosa Parks Story* (Englewood Cliffs, N.J.: Prentice-Hall, 1973)
- "The Japanese Nightmare" (filmstrip)

Procedure:

During any classroom experience, when differing points of view naturally occur (e.g., in developing classroom rules, having arguments, suggesting ideas about ways to solve problems, etc.) the teacher encourages children to express their ideas and the reasons they think are behind these ideas. In addition, experiences are provided (i.e., magic circle*) that encourage children's active listening to and paraphrasing of each other's ideas.

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*An activity in which some of the class gathers in a circle with the teacher, agrees to certain rules for holding a dialogue and works on enhancing communication.

Students then participate in learning experiences that encourage them to seek information and to seek more than one point of view. For example, introduce the book, Inquiring About People; read and discuss the book. Have students respond to the open sentence: "It is a good idea to inquire about people because..."

Ask students to list responses to: "If a person is to understand me, she would need to know..." Items are then grouped. The groups are labeled in question form, e.g., What are his interests? What does she like to do? What does he eat? etc. Students are asked to discover the points of view of people in the class regarding one issue.

Follow the same procedure regarding ethnic/cultural groups. Items are grouped and labeled in question form (e.g., What kind of music/dance/food are part of their tradition? What beliefs are important to this group? How are their beliefs expressed in art form? What conditions do members of this group experience now? Historically? etc.).

During and upon conclusion of learning activities clarifying the concepts "discrimination," "conflict," and "change," have students see films, read stories, hear information from community resources that help the children discover the historical basis for the perspective of different groups of people regarding an event or situation. For example:

Key Concept: Discrimination Grade Level: Third

Have the students discuss situations that they have experienced, or have heard about, where ethnic discrimination has occurred. Encourage them to identify (1) facts about what happened and (2) what the reasons for what happened as they understand it.

The student should understand that:

People have different points of view; no two people or group of people see things exactly alike.

Opinions can arouse emotions; therefore, it is important to differentiate between fact and opinion.

Have students state simple facts and opinions. Examples are:

I am a girl. (Fact)
I am the prettiest girl in this school. (Opinion)

Review the filmstrip for the purpose of distinguishing facts from opinions. List opinions that aroused emotions.

Students read and then discuss the information they discover. Students read The Drinking Gourd and compare the role/perspective of white people who helped slaves with those who did not, and the perspective of the slaves with regard to oppressors.

	One Group's Point of View	Another Group's Point of View
How People Lived		
National laws, community rules & local practices		

Encourage students to predict what might happen in different situations, when they know the point of view of each party.

Have the students read about and discuss the Bus Boycott in Alabama.

Introduce the topic "Nightmares." Ask students what they think it means. Have students discuss nightmares they have had. The students can then view the filmstrip, "Japanese Nightmare." Have students look for events that lead to "the Japanese Nightmare." Afterwards, ask students:

- Why was the title, "Japanese Nightmare," used?
- Why do you think the Japanese people were relocated?
- How did the relocation affect the Japanese people?
- What would you have done if you had had influence to relocate or not relocate the Japanese people?

Divide the students into two groups, one "pro" and one "con." (Be sure students understand the terms "pro" and "con.") Have one group discuss the issue as a Japanese-American citizen. Have the other group discuss the issue as an American citizen from a different ethnic group.

Conclusions: Encourage children to express some losses and gains which different individuals or groups have when bias or discriminatory behavior takes place.

Assessment: In a small group, children can work together to present different points of view related to an issue that has emerged in the classroom. (Presentation may be through role playing, an art form, story, etc.) Presentors are assessed on (1) their ability to identify and express different points of view and (2) their ability to separate fact from opinion. Listeners are assessed on (1) their ability to determine what is different about the points of view and (2) why these are different.

Informally observe whether children value and seek different points of view as opportunities arise naturally in the classroom.

Generalizations represent a more sophisticated level of knowledge than facts and concepts when they result from summing up information studied, drawing conclusions or interpreting the relationships between two or more concepts. Educator James Banks defines generalizations as follows:

> A generalization contains two or more concepts and states the relationship between them. Like empirical facts, generalizations are scientific statements which can be tested and verified with data. Generalizations are very useful tools in instruction because they can be used to summarize a large mass of facts to show the relationship between...concepts which students have mastered.*

At the primary level, you can expect the statements that students generate to be little more than summary statements. For example, after studying their own physical attributes, you may expect that first graders may be able to sum up that *all people have hair, noses, eyes, ears and a mouth*. They may also conclude that *the color, shape and size of people's noses, eyes, ears, etc., may be different*. By guiding children to formulate these conclusions, you are giving them the opportunity to begin making their own interpretations of human nature and behavior. Generalizations provide information that will enable children to predict and to form expectations about new situations--processes that are fundamental to meaningful decision-making.

Because children are able to formulate the most valid and conclusive generalizations when they can look at the experiences of several individuals or groups, we recommend that teachers use a *comparative study approach* for studying individuals and groups of people. By studying data from more than one source, or group, children can form conclusions that extend beyond a unique situation. For example, if during a unit on families, children only studied one Black family, they would draw erroneous conclusions about the range of experiences of Black people. Having limited data is often the problem when children glean information from television programs. Conversely, when films, stories and guest speakers who visit the classroom all present various perspectives on Black families, it is possible for children to draw more accurate conclusions.

Unlike the more traditional approach of studying several issues about a specific group, the comparative study approach focuses on certain key issues and delves into the responses of several individuals or groups to that issue. Thus, in the traditional approach, a class studying a specific ethnic group, such as the Plains Indians, would focus on learning about the group's food, clothing, shelter, families, interactions with other groups of people, conflicts, celebrations and holidays, artifacts, etc. The advantage of this approach is that it allows children to learn many facts about one group of people. The disadvantage is that children will have great difficulty in drawing general conclusions about human behavior from this type of study.

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*Banks, op. cit.

In the comparative approach, on the other hand, the emphasis is on one particular issue such as *how natural resources affect the food of certain cultural/ethnic groups* or *how and why people celebrate winter holidays*. Here, the teacher would select two or more ethnic and/or cultural groups and help the children learn how each of the groups deals with the key issue. The groups would then be compared for similarities and differences in their perspective. To conduct a comparative study, we recommend that you first identify the issue and/or key concept to be studied or discovered, then determine the generalization that you would like the children to attain. Below is a list of some of the generalizations that might be associated with the key concepts of self-image, family/ethnic group diversity and cultural diversity.

Key Concept: Self-Image

Generalizations include:

1. Humans have unique attributes.
2. Human beings show extreme variation.
3. Human variation is related to inherited and learned traits.
4. People communicate their thoughts and feelings in many ways.
5. People behave and solve problems according to their values, beliefs and experiences.
6. All people have some strengths and limitations.
7. Conflict and inequities often result from assigning value to particular categories of differences.
8. All people are valuable and can make a contribution to the community.

Key Concept: Family Diversity/Ethnic Group Identity

Generalizations include:

1. There are variations among family groups' structure and composition.
2. People depend on others for satisfaction of needs.
3. Families tend to keep many traditional values, attitudes, customs and strategies for handling problems.
4. All people are members of one or more ethnic group(s). Each person determines the extent to which he or she relates to his or her own group(s).
5. The ethnic group may influence the way the family does and sees things.
6. There are differences within and across ethnic groups.
7. Some individuals and families have been put down because of the ethnic group they belong to.

8. There is value in ethnic group diversity.

Key Concept: Cultural Diversity

Generalizations include:

1. There are many groups in a community (school). Everyone belongs to more than one group.
2. Each (school) group exerts social controls and shapes the behavior of its members.
3. We all benefit when individuals contribute to the group.
4. People can choose to be cooperative or competitive within or between groups.
5. The solution to important human problems requires human beings to engage in joint effort.
6. Community resources influence the cultural/ethnic groups within a community.
7. Cultural/ethnic group customs, world view, traditions, language, conflicts or means of effecting change may influence people within the community.

When helping children to formulate generalizations and concepts, you can guide students to be aware of the difference between facts, concepts and labels we use in order to be able to discuss the concepts. For example, a *fact* would be that Tommy has brown hair, blue eyes, a mole on his nose and braces on his teeth. A *concept* would be any color, shape, size or texture of hair, eyes, nose, teeth, face, ears, etc.; a *concept label* would be physical attributes, physical appearance, etc.

Students can then look at the facts to compare similarities and differences between individuals or groups and draw conclusions showing the relationship between two or more concept labels. The children can conclude, for example, that Tommy, Mabel and all others in class have hair, eyes, teeth, and that Tommy and Mabel and all others in class differ in their coloring and in the way their nose, eyes and teeth look. You may then ask, "Looking at these facts, what can you say about *individuals* and *physical appearances*? Make a complete sentence."* The children may respond, "We all look different" or "Each person has the same parts on the face but they don't look the same."

Other ways to lead children to summarize or interpret data include asking such questions as: "What did you notice?" "Why did you think this happened?" "What does this tell you about people?" After children have formulated several conclusions or generalizations, you may choose to encourage them to express in writing, drawing and orally all they know about the individuals being studied or themselves.

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*Adapted from Taba, Hilda, et al., Teacher's Guide to Elementary Social Studies, p. 67.

Sample lessons follow that depict the way comparative study may be used in the classrooms with primary school children.

Children compare their discoveries about their own physical traits and conclude that "people have some things alike and some things that are different."

The following activities are included in this section:

Family Diversity: Forming Generalizations - Mother's Day, p. 89

Cultural Diversity: Comparative Study - Number Systems, p. 91
Past and Present, p. 93
Winter Holiday, p. 95

MOTHER'S DAY*

Level - Second and Third Grade

Objective: Children identify and summarize the roles that the female adult in their lives plays in caring for them.

Focus: The purpose of this activity is to focus on the mother or female adult in a child's home life. Using the Taba Method to formulate generalizations, it is expected that the students would have an appreciation of the female adult in their home. "Female adult" is emphasized rather than "mother" as some children do not reside with their mother. Around Father's Day, this activity could focus on the father or male adult in the child's home.

References:

- Reich, Hanns, Children and Their Mothers (New York: Hill and Wang, 1963)
- Sonneborn, Ruth, I Love Gram (New York: Viking Press, 1971) [Black]
- Schlein, Miriam, The Way Mothers Are (Chicago: Albert Whitman & Co., 1974)

Procedure: Children are divided into groups--approximately three students to a group. They are given a choice of books to read from the school library. Each group can choose only one book.

After each group reads their book, students gather on the rug to discuss the contents. The following questions are asked of each group.

- How did the female adult help in the story you read?
- How does the female adult help in the picture?
- How do female adults at home help you?

After all questions are asked, the answers are categorized, e.g.,

Female adult helps with:

Housework
Clothes
Schoolwork
Helping the family
Playing together
Nursing (helping us when we are sick)
Discussions (advice)
Relaxing
Love
Listening to our problems

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*Developed by Dianne Longson, teacher, Washoe County School District, Nevada.

After this chart of categories is made, ask the students to formulate a generalization by summing up the relationship between the female adult or mother and her roles in the home, e.g., "mothers usually help by taking care of our needs."

After the generalization is made, students draw pictures of their mother or the female adult in their life doing something helpful.

Follow-Up: Make Mother's Day cards using the pictures drawn, accompanied by a letter to the mother or female adult which expresses the child's appreciation of her.

COMPARING NUMBER SYSTEMS*

Level - Second Grade

Objectives:

- Students will show they are able to compute problems using the Mayan numeral system by completing a worksheet.
- Children will compare different numeration systems.

Resources:

- Multiethnic Studies in the Classroom, by Marquevich and Spiegel
- Mayan Numeration System, p. 92

Preparation Activity: Discuss Arabic and Chinese numeration systems.

Procedure: Review Arabic and Chinese numeration systems.

Provide a brief history of Mayan civilization and explain the importance the Mayans placed on numbers.

Use chalkboard to compare Arabic and Mayan numerals.

Ask for a volunteer to write numerals in the Mayan system at the chalkboard.

At their desks, students copy numeration system from 1-9 in Mayan.

Students are asked to work on addition problems using the Mayan system on worksheets.

Those who have difficulty can be helped by their neighbor.

Integration: Once the students understand the concept of counting the dots and lines, the activity becomes a challenge. Some students may want to make subtraction problems on their own.

Assessment: The worksheet can be reviewed and if some students make their own subtraction problems, this will help the teacher to further assess their work at a level beyond the worksheet.

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*Adapted from an activity developed by Mary Casares, teacher, Fresno Unified School District, Fresno, California.

Answer Sheet

Mayan Numeration System

1	•	4	• • • •	7	$\overset{\bullet\bullet}{\text{——}}$
2	• •	5	——	8	$\overset{\bullet\bullet\bullet}{\text{——}}$
3	• • •	6	$\overset{\bullet}{\text{——}}$	9	$\overset{\bullet\bullet\bullet\bullet}{\text{——}}$

Addition

①
$$\begin{array}{rr} \bullet & \boxed{1} \\ + \bullet & \boxed{1} \\ \hline \multicolumn{2}{c}{\boxed{2}} \end{array}$$

②
$$\begin{array}{rr} \bullet\ \bullet & \boxed{2} \\ + \bullet & \boxed{1} \\ \hline \multicolumn{2}{c}{\boxed{3}} \end{array}$$

③
$$\begin{array}{rr} \bullet\ \bullet & \boxed{2} \\ + \bullet\ \bullet & \boxed{2} \\ \hline \multicolumn{2}{c}{\boxed{4}} \end{array}$$

④
$$\begin{array}{rr} \bullet\ \bullet\ \bullet & \boxed{3} \\ + \bullet\ \bullet & \boxed{2} \\ \hline \multicolumn{2}{c}{\boxed{5}} \end{array}$$

⑤
$$\begin{array}{rr} \bullet\ \bullet\ \bullet\ \bullet & \boxed{4} \\ + \text{——} & \boxed{5} \\ \hline \multicolumn{2}{c}{\boxed{9}} \end{array}$$

⑥
$$\begin{array}{rr} \bullet\ \bullet\ \bullet & \boxed{3} \\ + \bullet\ \bullet\ \bullet & \boxed{3} \\ \hline \multicolumn{2}{c}{\boxed{6}} \end{array}$$

⑦
$$\begin{array}{rr} \overset{\bullet\ \bullet\ \bullet}{\text{——}} & \boxed{8} \\ + \bullet & \boxed{1} \\ \hline \multicolumn{2}{c}{\boxed{9}} \end{array}$$

COMPARING PAST & PRESENT*

Level - Second Grade

Objective: The students will compare objects they use in their homes with historical ones seen on a field trip. They will use the comparisons to tell which time period they would prefer to live in.

Resources: Historical landmark in the local community which contains cultural artifacts used historically.

Procedure: Before the visit, students can look through magazines and cut out pictures of objects they have in their homes.

Students are asked to look for similar objects on the field trip.

After the trip, discuss and compare the two (contemporary and old).

The students draw pictures of objects from the field trip and use the ones they had previously cut out to compare.

They then write (or express orally) a preference for living in one of the two time periods.

Students can volunteer to talk about their pictures and by comparing, give reasons for preferring to live in one of the time periods.

Assessment: Assess students' understanding of distinctions between past and present by looking at pictures they draw or by listening to them express their ideas.

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*Developed by Mary Casares, teacher, Fresno Unified School District, Fresno, California.

WINTER HOLIDAYS*

Level - First to Third Grade

Objective: Children will become aware of how many different cultures have contributed to the celebration of Christmas, and how other cultures do not celebrate Christmas but may have other special days.

Focus: Children will be able to discuss their own backgrounds comfortably and respect cultural differences.

References:

- Barnett, Bernice, The First Book of Holidays (New York: Franklin Watt, 1974)
- Sarnoff, Jane and Ruffins, Reginald, Light the Candles, Beat the Drums: A Book of Holidays (New York: Charles Scribner's Sons, 1979)

Procedure: Discuss informally how most of our families came to the United States within the last few hundred years. Each student is asked to talk with their families about where their ancestors came from, if they celebrate a winter holiday and why the holiday is important to their family.

Do a follow up on the family investigation: Ask the students to tell what they discovered about where their families had come from. Introduce the terms "ancestors," "national origin," and "immigrate."

Discuss ways students' families celebrate winter holidays. Each day for a week read the articles in the book about Christmas customs that pertain to the countries represented in the class. Talk about the fact that not all people celebrate Christmas. For example, tell the class about Hanukkah or invite a visitor to come in and discuss the story of the Macabees and the miracle of the lamp, the custom of the lighting of candles for eight days and the giving of gifts.

Encourage children to compare the celebrations by identifying several ways they are similar and different. Then, encourage children to make a summary statement which focuses on winter holidays and their importance to different people.

Assessment: Children are able to identify two winter customs, one celebrated by their own family and a different one that they found interesting.

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*Developed by Beverly Webber, teacher assistant, Washoe County School District, Nevada.

E. Methods of Providing Activities That Enable Children to Adapt Their World View to the Culture of the School and to Expand Their World View

Many children who are not familiar with the culture of the school may need to participate in learning activities that help them to practice behaviors and strategies that are appropriate in this setting. Conflict has often emerged on this score because the teacher has expected the student to know how to "behave" in the school setting, without realizing that the values of the school may be different from those of the child's culture or home. We suggest that the teacher should make every effort to accommodate to the child while at the same time providing learning experiences that help the student expand his or her repertoire of behavior. In essence, the expectation is that the child will become bicultural or multicultural through increasing his or her understanding and ability to practice different behaviors in different settings.

Each classroom of students may require a unique set of activities to facilitate successful adaptation to the school. The best way to decide on these activities is to observe the children's behavior in the classroom and on the playground. One question might be, what kind of behavior should I encourage that will help this learner be successful if he or she has a teacher who is not as sensitive to his or her culture as I am? Or, what can I do in one year that will help these children increase their awareness of, respect for and appreciation of another group of people?

It is important to recognize that in general, the culture of the public school system expects successful children to act self-confident, to work independently, to work cooperatively and to compete. It also assumes that children should be able to respond to and generate questions at varying levels of complexity and expects them to learn to solve problems inductively. On the next few pages are some examples of activities that other teachers have used to help children to develop these skills. It should be noted that in order for children to develop these abilities, they will need many activities throughout the year that will help them expand their understanding and skills. The following are only starters.

MAKING AN "I CAN" BOOK*

Objectives: To help the child to:

- Develop confidence in himself or herself as a language user.
- See some relationships between oral and written language.

Focus: Children will dictate sentences that they can illustrate. The sentences and drawings will go into a small book for each child.

Materials:

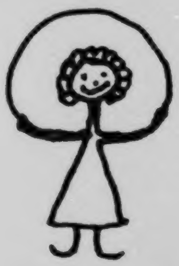
- 9" x 12" paper
- Flow pen
- Crayons

Procedure: Prepare small books by folding three sheets of 9" x 12" paper and stapling along the fold. Print "I Can" on the covers.

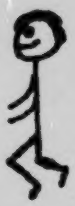
Discuss with the children things they are able to do now that they could not do when they were babies.

Distribute books and crayons. Have children draw their faces and write their names on the covers.

Then have them draw pictures of things they can do on each page. As they complete the pictures, have each child dictate a sentence or two which you print under each picture.



I can jump rope.



I can run really fast.

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*Developed by Taylor, JoEllyn, Reading in the Responsive Education Program (San Francisco: Far West Laboratory for Educational Research and Development, 1980) p. 142.

It may be best to take at least two sessions to complete the books because young children get too tired to do a good job if asked to do it all at once.

At the second session, begin by reading what has been written so far and support individual ideas.

When the books are completed, read and have the child read the books many times. The pictures and the fact that each child formed the sentences will help them remember.

Integration: Encourage the child to discuss his or her abilities in even greater detail than the dictated caption provides.

GUIDE CHILDREN TO WORK INDEPENDENTLY

Independence does not mean that children always work alone; that they always teach themselves; that they only work on what they want; or that the teacher sits back, watches and grades papers.

Independence does mean that the teacher has structured a predictable environment in which the rules and amount of freedom are clear, materials are stored logically and activities make sense for children. In addition, it means that he or she has provided for a variety of interests, ability levels and paces; teaches independence as a skill; and often permits learners to make as many of their own decisions as possible.

It is definitely not enough to simply ask children to work independently! Children have to be shown that working independently entails:

1. Initiating their own questions and setting their own goals, by asking themselves:

    - What am I going to do?
    - Why am I going to do it?
    - How am I going to do it?

2. Planning, by asking themselves:

    - What materials will I need?
    - Who will I work with?
    - Where will I work?
    - When will I work?
    - How long will I work?
    - What will my work look like when I am successful or what is my measure of success?

3. Working, by:

    - Resisting distractions (keeping a focus)
    - Not creating distractions (not disturbing others)
    - Managing time and materials

4. Sharing/integrating with others, by explaining that:

    - This was my task or question
    - This is what I discovered
    - These are the resources I used
    - Anyone is welcome to "build" on my ideas/discoveries

5. Evaluating their own work, by asking:

    - How does what I said I'd do compare with what I did?
    - What did I accomplish/learn?
    - What more do I need to learn?
    - What are my next steps?

Gathering information about the children's independence levels is the teacher's first logical step in finding out where to begin. You can ask yourself:

- Can the child ask his or her own questions and use resources?
- Can the child set his or her own goals?
- Is the child a self-starter/initiator?
- Can the child make his or her own decisions?
- Can the child keep a focus?
- Is the child easily distracted?
- Does the child distract others?
- Can the child manage his or her time appropriately?
- How productive is the child?
- Can the child self-assess?

Objective: To help children to increase their ability to work independently.

Resource: Teacher's previous records of observations of each child.

Procedure: The teacher will gather a small group of children together. The area of focus (e.g., goal setting, planning, attentive working, sharing or evaluation) is determined by the group's strengths or needs.

Talk with the children about what is expected, e.g., to work without permitting distractions.* Ask students to watch their own behavior for a day or two and be prepared to discuss what distracts them and what they do.

Ask the students to report their observations. Have them role play other ways of behaving or to discuss different ways to respond in various circumstances.

Encourage students to practice new ways of behaving and to reward themselves for their successes.

Integration: Ask students to identify the value of the new practice for them and what they give up when they do it.

Assessment: Children demonstrate a different behavior in the classroom when it is appropriate and can articulate why.

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*If children are quite easily distracted, it may be necessary to look at the nature of the learning activity to be certain that it is meaningful and engaging.

USING YOUR OWN WAY OF WORKING INDEPENDENTLY

Objective: To help children to work independently and to learn that different people do different tasks in different ways.

Focus: In discussions about what the teacher will be doing while students are working independently, the children can be helped to appreciate different roles, tasks and working strategies. This awareness can form part of the basis for developing pluralistic attitudes.

Procedure: Provide a task, with options for several ways of accomplishing it (e.g., you may practice subtracting by (a) doing math worksheets, (b) playing flashcard games, (c) playing store and making change).

Give children an opportunity to decide which method they prefer and sign up for that method.

Let children participate in the experience for a precise period of time.

Regroup students and discuss activities:

- What they did
- How they did it
- What they liked and did not like
- Why they chose the one they did

Sum up the discussion by relating the children's decisions to their being independent thinkers (e.g., when you decide to work in a specific way, you begin to take responsibility for the way you will do things--to think for yourself).

Integration/ Assessment: Follow up on this activity by helping the children self-assess at the end of the day--or at the end of the task--how independent they were actually able to be. Have them ask themselves:

- Did I know what my task was?
- Did I know how to get my materials?
- Did I find a good place to work?
- Did I finish my work?
- Did I clean up and put my materials away?
- Did I need the teacher's help?
- Did I make the best decision for myself?
- What was the teacher doing while I was working?

WORKING IN COOPERATIVE AND COMPETITIVE GROUPS

Objectives: Children increase their abilities to function productively in cooperative and competitive situations.

Children increase their understanding of how ethnic group members function cooperatively and competitively within and between groups.

Resources:

- Children's ideas
- The following children's books to help establish the concept:
  - Bailey, Bernadine, *Hawaii* (Chicago: Albert Whitman, 1964)
  - Hirsh, Marilyn, *Ben Goes Into Business* (New York: Holiday House, 1973)
  - Jaynes, Ruth, *Friends! Friends! Friends!* (Glendale, CA: Bowmar Publishing Corp., 1967)
  - Novotny, Ann, *Strangers at the Door* (Riverside, CA: Chatham Press, 1971)

Procedure: Children establish rules for cooperating and competing and practice using them.*

Ask children if they have ever been to a professional sports event. Encourage the children to discuss the experience and to describe what the teams do. Ask children to describe what they think the team members do to help themselves win. Ask children to describe what they think the team members must do to keep the other team from winning.

As the students are discussing these questions, help them identify and label the characteristics of cooperative and competitive behavior. Have them think of other groups and situations that require competitive and cooperative behavior.

Have children make individual lists of "Good Rules for Competing" and "Good Rules for Cooperating." Compile into a class list. Discuss the rationale for each rule, e.g., cooperating, competing.

Ask the class to write a letter inviting another class to play a game with them. Decide if they want to add that group to their group and play as mixed teams or play as separate groups. Share with the other class (in the letter) the Rules for Competing and Cooperating. Invite the other class to add to the list.

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*Adapted from an activity developed by Paul Hernandez, Program Assistant, Responsive Education Program, Far West Laboratory, San Francisco.

Play a game with the other class. Discuss with the class what they learned about competing and cooperating. How can you work with or against your group or other groups?

Integration: Students identify ways to cooperate and compete.

Follow Up Procedures: Children gather information about how cultural and ethnic groups cooperate and compete in the community and identify times when it may be desirable to cooperate and/or compete with people from groups in the school or neighborhood community.

Children identify situations in their own school or neighborhood where cooperation and competition exist between cultural/ethnic groups.

Children read books to discover how others have worked cooperatively and competitively with people of their own and other groups.

Children list times it may be appropriate to be cooperative or competitive with their own and with other groups of people.

Children practice working in cross-group cooperative learning activities. For example, children of different ethnic or ability groups are organized into a team. The team is given a task in which each member is responsible for the success of the group's efforts. If each team member must learn a piece of information about an issue such as winter holidays, one student might discover information about the country that celebrates the holiday, another would learn about the holiday symbols, and another would learn a related folktale, while a fourth person discovers the way people celebrate the holiday in the United States.

Each person contributes to the group's understanding and helps the team either pass a test or report to the total class.*

Assessment: Children can identify examples and non-examples of competitive and cooperative behavior.

Children demonstrate the ability to function in each situation.

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*Adapted from the work of Elliot Aronson or jigsaw learning, in Aronson, Elliot, et al., The Jigsaw Classroom (Beverly Hills, CA: Sage Publications, 1978).

F. Methods of Providing Open-Ended Questioning Activities

Asking open-ended questions that invite children to respond with more than yes or no stimulates students to begin to elaborate ideas and think about issues being discussed. Open-ended questions get children talking and lead them to increase their discoveries about their own thoughts, feelings and experiences. When children are not adult-dominated, they are also more likely to begin to intiate their own questions and become involved in dialogue and interactions with each other. Many children are reared in cultures that promote rote learning or are structured so that the authority of the adult, teacher or parent, or a book, is never challenged. Also, some children have been encouraged to maintain silence. In many classrooms, learning begins by asking questions. Children who develop the ability to raise and/or respond to thoughtful questions are considered to be good students. All students can acquire this competency. Moreover, raising and responding to questions is particularly pertinent to multicultural learning. Children with this ability can be encouraged to think deeply about vital issues and to question unjust situations.

In general, teachers may ask questions to open discussion, stimulate interest, accumulate data, encourage individual participation, change the trend of the discussion and terminate or limit discussion. The types of questions that may be asked depend on the nature of the desired outcome. Below are suggestions for eliciting five types of responses:

- *Knowledge* questions ask the learner to recall and state facts that the child already knows. Key words that stimulate knowledge responses are list, retell, remember, think back, review, describe, define, etc. If, for example, children have learned about Cesar Chavez and his role in organizing farm workers, you might ask, "What did Cesar Chavez do that helped others? Find the information in the story that supports your idea."

- *Comprehension* or convergent questions ask learners to express information in their own words or to interpret the meaning of information. Sometimes students may be asked to solve a problem by using skills and knowledge that they have already mastered. Key words and phrases include classify, sequence, compare, contrast, describe, why, how, summarize, explain (e.g., "In your own words, tell why Cesar Chavez started the grape boycott.").

- *Analysis* questions require learners to break down information in order to identify logical elements and discover relationships. Key words and phrases include what are the parts of, what are the characteristics of (e.g., "Have you ever experienced any of the things that Cesar Chavez did?").

- *Divergent* questions require children to apply what they have learned in new ways or synthesize information by pulling together separate elements to form new ideas. Key words and phrases include what would happen if, what other ways, what other reasons, what are the consequences of, what are the implications of (e.g., "Do you know about another situation where people have refused to work or do something because of the way they were treated?").

- *Evaluation* questions ask learners to state what their opinions and judgments are and explain the reasons for or the criteria on which these thoughts, opinions and judgments are based. Key words and phrases include do you feel, how do you judge, why or why not, in your opinion, should, what do you think the best/worse, support your idea, what do you like/dislike about (e.g., "What can we learn from Cesar Chavez about being a good leader?").

Children may begin to develop the skill of asking their own questions through asking each other questions. For example, one teacher decided that each day one child in the class would be a special person for that day. While sitting in a circle, the students in the classroom were encouraged to think of one question that would help them to find out more about the person for the day. Children in this second-grade class became quite proficient at asking questions of each other and as a result of their efforts, they were able to write a brief story about each classmate. On the following page is another activity that is designed to increase children's questioning skills.

QUESTION THE READER*

Objective: The child increases his or her ability to raise questions as he or she discovers facts about the practices of members from a specific ethnic group

Focus: Children listen to a story and formulate questions to ask the reader.

Materials: A story that focuses on understanding ethnic groups. Select a book from Bibliography in RMBS Overview Booklet Appendix A.

Procedure: Explain to the children that you are going to read a page of a story to them and that when you finish they are to ask you one question each about the story.

Read the story. Ask for their questions. At first the questions will probably be simple recall questions. Encourage and praise all questions at first; later on, you can point out the more thought-provoking ones.

Invite a child to read the next page. If no one wants to, go on reading yourself. Usually, though, someone will choose to read. Now you will have an opportunity to ask one of the questions yourself and can ask something that requires inference, comparison or prediction.

Children will probably imitate the more difficult questions because it is fun to "stump" the reader, particularly if it's the teacher!

At the end, the questions can be discussed and evaluated.

Extension: Children can write questions for another reader to answer after reading a story. Children can ask themselves questions as they read orally, leading them to develop a questioning attitude while reading silently.

Integration: How does it feel to be the one asking the questions? Is this easier or harder than answering them?

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*Adapted from Taylor, JoEllyn, Reading in the Responsive Education Program (San Francisco: Far West Laboratory for Educational Research and Development, 1980) p. 96.

Assessment: Which questions showed the most perception? Which children had difficulty formulating questions? Was it because they didn't remember the material read or was it hard for them to formulate questions? Could the listeners answer the questions?

G. Methods of Providing Problem-Solving Activities

Although the word "problem," used in an educational context, generally conjures up the image of children working on an exercise in subtraction according to a well-established procedure, a more useful definition of the word is offered by writer Frederick McDonald:

> A problem exists when there is a goal to be obtained, but the individual sees no well-defined, well-established means of attaining it, or when the goal is so vaguely defined or unclear to the person that he cannot determine the relevant means for attaining it...*

An example of a problem that fits this definition is a situation where three children of one ethnic group have been continually harrassed by a small group of children of another ethnic group during recess.

To help children solve the problem, the teacher might first have them *clarify* what the problem is then *plan* how to begin to solve it (i.e., through data gathering, through role-playing various solutions, etc.) and *predict* what some possible outcomes of their plan might be, based on their knowledge of similar situations. The children could also *brainstorm* or think of a large variety of alternative solutions, then *develop strategies* for resolving the problem and *assessing* their solutions.

When children learn that there are certain processes that can be used to solve problems and experience some success in arriving at solutions, they may begin to feel a sense of control over their lives and with it, more of a sense of self-worth. Not only have studies shown that "internality" (i.e., a feeling of control over one's life) is related to achievement in school,** but in learning the procedures for solving problems, children will be better equipped to deal with difficulties they encounter on the playground or in their neighborhoods.

In a classroom where the teacher provides problem-solving activities, as opposed to emphasizing drill work, repetition, "right answers" and the coverage of many facts, children will have opportunities to exchange their views, defend their positions and find out more about each other. As educators Gross and Muessig*** point out:

> Problem solving is a challenge. How shall we proceed? This way? That way? If we choose this one, what then? Problem solving demands if-then thinking. Often it requires a series of explorations and the talking-through of outcomes, and the data obtained.

---

*Gross, Richard E. and Muessig, Raymond H., eds., *Problem-Centered Social Studies Instruction Approaches to Reflective Teaching* (New York: National Council for the Social Studies, 1971) p. 16.

**Cross, Dolores E., Baker, Gwendolyn, Stiles, Lindley, eds., *Teaching in a Multicultural Society* (New York: Macmillan, 1977).

***Gross and Muessig, *op. cit.*

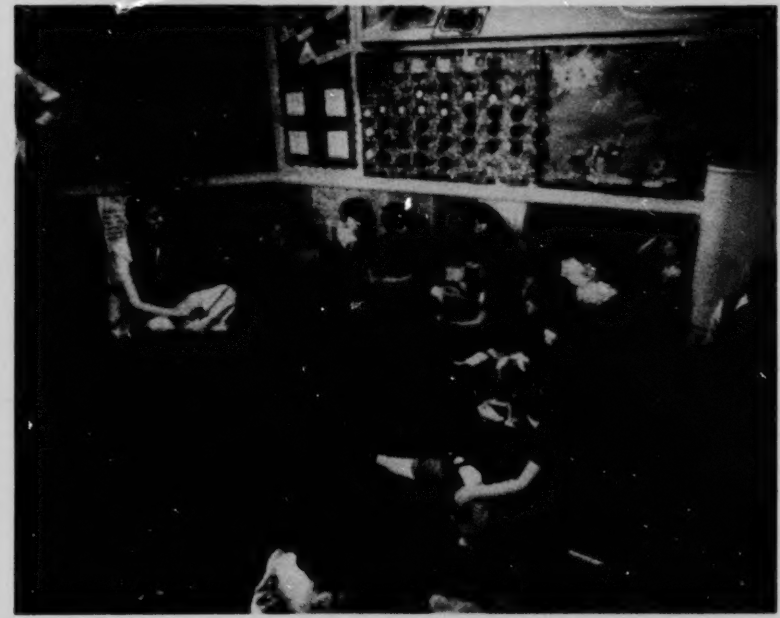
As a result of the problem-solving activities that are offered, children can be expected to increase their ability to plan, make decisions, gather data, express themselves effectively, clarify their own values, seek diverse perspectives and work in cooperative and competitive group situations.

Teachers can promote and encourage problem-solving behavior in the classroom in several ways. Gross and Muessig suggest the following ideas:

- Reward exploratory thinking. Whenever children hypothesize or theorize about something, give recognition to this important process.
- Help children to recognize that a search involves trial-and-error behavior. When a mistake is the product of a search, help the class to see that they have not failed; they have now learned that something will not work and must restate their plan (hypothesis) to further the search.
- Wherever possible, emphasize the search along with more routine learning. Organize both individual and group work so that children can figure out how a problem *might be solved.* Place the spotlight on how the children *think* a social problem might have been solved and let the class deal with it imaginatively before they find out what actually was done and then explore how it might have been done better. Use buzz groups (i.e., groups in which three or four children get together to talk for a few minutes) and other small group devices to encourage children to work things out in many different ways.
- Help the class understand the importance of delaying action, whenever possible, in order to think the problem through. When children make proposals for action, help them to think through (a) Is this a decision we must make on the spot?--or-- (b) Is this a decision we can postpone, while we think it through and test it out?
- Demonstrate your faith in problem-solving thinking by participating in it yourself. Admit to the children when you don't know something, hypothesize with them.
- Engage children in constructing a model of search, that impels them to consider which strategy, kinds of data, sources, etc. they will use.

Gross and Muessig also suggest that teachers provide lessons that will let children know how to respect each other's ideas, consider the minority viewpoint, cope with conflicts of opinion and analyze what happened in a problem situation. It is also important to note that young children will be more attracted to the problem-solving process if the problem is experientially real to them rather than an abstract or verbal problem.

The activity on the next page is a specific example of the type of procedure that teachers may use to help children develop problem-solving skills:



Children work together to solve a problem that has personal meaning to them.

READING TO FIND THE FACTS

Level - Third Grade

Objective: To help the child develop skill in information gathering from books as a basis for solving a pertinent problem.

Focus: Children will skim and read several books to locate information.

Materials: A selection of books on families from two different ethnic groups, chosen by the children (and teacher). See RMBS Overview Booklet Appendix A for suggested titles.

Procedure: Children and teacher meet to discuss the topic and list information they want to find out. If the subject is *"the way families of two ethnic groups spend their time,"* each child could choose an ethnic group and then search for information on a question he or she selects (e.g., What do they eat? Where do they live? What children do, activities of adults, male and female, etc.).

Help individuals formulate important questions to answer. It may even be helpful for children to browse in some of the materials first--then select a category or area to research.

Children scan the available books for the information and read what is pertinent.

Children report back to the class or their small group, either orally or by a written report.

Children discuss the source of information that they used and the type of information they were able to get from it.

Integration: At the conclusion, children are asked, "What did you learn about the topic that you didn't know before? What was a review for you? How can you use this information? Write a story/poem or draw a picture depicting comparisons between your family and this one."

Assessment: Are the students able to find and report information? Check off the names of children able to report to the group the results of their reading.

Are students willing to skip unimportant words or text when reading in the content areas? Can they determine what is important?

Since planning is a particularly critical skill in problem solving, you may want to spend quite a bit more time on helping children learn to plan how to solve a problem than on any other aspect of problem solving. Children who can plan are increasing their ability to think ahead, to set a focus for themselves, and to identify steps/activities to accomplish the focus. They will also need to practice implementing their plan to experience the successes that result from their own thinking and organizing. They will also benefit from seeing the obstacles that occur when plans go awry. When children have the opportunity to gain these skills early, with the aid of the teacher or the support of their peers, the children are acquiring a vital ability that will help them gain the competence to take charge of their own lives.

Children may start the planning process quite informally. Initially, each child may let the teacher know what he or she will be doing for the next hour and then review the experiences of that previous hour to assess his or her own effectiveness in carrying out the plan. These procedures may be sufficient to start with. If some children do not have the confidence to express their ideas freely to the teacher within the context of an individual conference, you may also want to have the total class, a small group or a couple of children participate in planning walking trips, small class parties, how they will spend the first fifteen minutes of the school day, etc.

When helping children to develop a personal or small-group learning plan, you can assist them in evolving a formal plan, which includes (1) the objective(s) [What I Will Learn], (2) the criteria for success [I'll Know I've Done a Good Job When...], (3) the activity(ies) to accomplish [The Aim of My Activity(ies)], (4) the means for measuring growth [Assessing My Growth], and (5) the predicted completion date [My Due Date]. Some teachers have made this into a form of a contract with the students, which they monitor. (See the sample on the following page.) Other teachers have preferred that children keep a log of their work in an assignment notebook. The notebook can be a more informal way of recording the same information about objectives, criteria for success, etc. The degree of complexity of information that is included in this type of plan should be governed by the students' tolerance. Younger children, and those who begin to fidget during the planning process, can evolve a simpler plan (e.g., just objectives, success criteria and activities).

To encourage children to participate as fully as possible in the planning process, teachers will probably want to take on the role of active listener much of the time. While attempting to guide children into guessing a plan that you have already decided upon is not an appropriate strategy, you can be clear about the non-negotiable issues. For example, if you think that James will need to work on math computation/subtraction skills, you should let him know that this is one of the outcomes that you expect. If you want to be flexible about how he will meet this objective, you can ask him to help decide how much guidance he will get from you, whether he wants to work on assignments alone or with a partner, whether he will use the counting cubes, play learning games or do dittoed sheets, etc.

PERSONAL/GROUP LEARNING PLAN

Name(s): ____________________

____

____

____

Date: ____________________

1. What I Will Learn: ____________________

2. I'll Know I've Done a Good Job When: ____________________

3. My Activities Are: ____________________

4. I need help from the teacher/tutor with: ____________________

5. My Growth Will Be Assessed By: ____________________

6. My Due Date Is: ____________________

When you are meeting with an individual student, or small groups of children to develop learning plans, we suggest that you reserve the right to take time to consider a suggestion so that you do not have to make a rapid decision that you and the students may later regret. You may also choose, however, to permit the children to do something that probably will not be successful. Students with confidence may learn a tremendous amount by having the opportunity to fail. Or, you may be surprised when their ideas are successful after all.

In conferring with children individually or in a group, you may find it helpful to follow the series of steps below:

- Solicit the student's ideas about what he or she is learning now.
- Indicate the purpose of the conference (e.g., to review what you have been doing in math and to plan next steps, or to plan what you will be doing next, etc.).
- Invite questions about the focus.
- Identify any expectations that you may have (e.g., we will begin to develop your personal learning plan, or I want you to know the things I have discovered that you do well and some areas that you will need to work on).
- Engage the learner in a dialogue that encourages his or her input into the planning (e.g., Are there other things that you know you do well that I have not mentioned? When do you see people at home or in the neighborhood do math-like activities? Which are the activities that we do that you like best? How did it work when you were helped by Frank?).
- Keep the discussion on focus so that you are certain that vital information is being shared.
- Clarify the commitment between you and the student. Be certain that you know what the student expects from you and what you can expect from him or her. At the end of the conference, the child should be able to answer the questions: What are you working on? Why are you working on that?

On the next page is an example of the way one teacher conducted a conference with a second-grade child using some of these steps. An activity is then presented that you can use to help children practice the problem-solving skills discussed in this section.

An Example of One Teacher-Child Conference

(This description has been excerpted from the film, "Connections in Learning: Scenes From Responsive Classrooms," San Francisco: Far West Laboratory for Educational Research and Development, 1976.)

Focus or Situation (as explained by the teacher):

> In my planning for the conferences, I use my observations and my record-keeping information on what the children have learned and what they're learning now.
>
> Darren is learning to share with Val and the rest of the class what he's learning. He's starting to try out some of his own ideas and to make plans for himself, and in doing this, he's strengthening his own decision-making abilities.
>
> In writing his plan and keeping his log, Darren's working on several language skills. He's working on spelling, handwriting, sentence structure, new vocabulary. And we're both involved in recording what he's doing and what's going on.

Process:

T: Darren, what are you doing on your electrical experiment now?
D: I'm trying to make a bell that rings.
T: Have you tried anything else that's working?
D: Yeah, a buzzer.
T: Do you have any questions that I can help you with?
D: Uh-uh (no).
T: Are you keeping your log now on your electricity experiment? What's the most important thing in your log to you right now?
D: The code.
T: Darren, what kinds of things can you do with the Morse Code?
D: Send messages.
T: Who are you going to send messages to?
D: Val.
T: To Val. Does Val know the Morse Code yet?
D: Uh-uh (no).
T: What's a way that we could teach him the Morse Code?
D: Make him a copy.
T: You could make him a copy? What would you like to get done by Friday with the experiment and with sharing these things with the class?
D: Teaching Val.
T: OK, let's write that down.

SOLVING PROBLEMS: IN THE CLASSROOM, HOME AND COMMUNITY

Level - Third Grade

Objectives:

- Children practice expressing ideas, listening and formulating hypotheses by working with classmates to resolve a class problem and generating possible solutions for a problem that could happen at home.
- Children participate in activities that support the actions of other groups (at school, in the community, etc.) who are attempting to resolve a social issue concerning them.

Note: You can help children learn different ways of problem solving by having them form cooperative groups. This enables each to see the strengths and viewpoint that another person brings to solving a problem. By using this process, they come to understand that problems can be solved using many approaches. This realization contributes to flexible thinking, which helps children develop a pluralistic perspective that will enable them to accept the values of people of different cultures.

Resources:

- Hill, Elizabeth Starr, Evan's Corner (New York: Holt, Rinehart & Winston, 1967) [Black American]
- Yerian, Cameron and Margaret, Fun Time Community Projects (Chicago: Children's Press, 1975)
- Other works on historical and present-day national leaders and the social change strategies they used, e.g., books about

  Dolores Huerta and union organizing
  Martin Luther King/Rosa Parks - bus boycott, freedom march
  Daniel Inouye - U.S. Senator
  Sequoyah - who created a writing system for the Cherokee language

- Newspaper clippings of situations, within the community, in need of change

Procedure: Present students with a classroom problem.

Ask children how we can solve the problem (e.g., the classroom has been messy when we leave; there is too much noise during reading).

During a class meeting, make sure the problem to be considered is clearly defined and written down.

Hold a brainstorming session (e.g., ask, what are all the ways you can think of that might solve the problem?). List these ideas.

Decide which one (or more) solution should be tried. Ask students to indicate their reasons for the choice.

Decide what responsibility each child should have to make the solution work.

Establish a timeline: when will we see a change?

Hold a follow-up meeting to discuss whether or not the problem has actually been solved, or if another strategy must be tried.

After the solution strategy has been determined, ask children, what is necessary to make the solution work? Do we need to be cooperative or competitive to solve this problem?

Follow-Up Activity A: Ask students to discuss a problem that occurs in the home and the method used to solve it.

Have the children each list one type of problem that they have had at home. Chart their responses.

Read the story, Evan's Corner, with the group to the point where the problem is expressed.

Ask children to identify and analyze the problem (e.g., What is bothering Evan? What are several reasons that this problem exists?).

Ask students to meet in pairs or teams to generate one or more solutions to the problem: What if you were in Evan's situation--what would you do?

Encourage children to share their solutions.

After the group has finished reading the story, ask the students to determine which solutions they think are best and the reason for their choice.

Integration: Children may conclude the activity by drawing or writing about the solution they like best or what they liked and did not like about solving a problem with a group of people.

Follow-Up Activity B: Children learn about social change strategies and work with a community/school group to effect change in their own lives. (This activity is designed to acquaint children with groups and individuals, known locally or nationally, who have influenced social change, e.g., Cesar Chavez, Martin Luther King, NAACP, Quakers. As they learn about these agents of social change, they can identify the strategies each used.)

Motivate children to discover information about social change strategies by having them read a recent article or hear a relevant story about a local situation that will affect their own lives.

Encourage children to raise their own questions about the issues and about what they need to know to predict a strategy that can be used to solve the problem.

Children investigate different social change strategies by reading books and interviewing local people. Invite local leaders to come into the classroom and talk with the children.

Divide the children into groups of four or five. Each group selects a book, and reports back to the class. Make a chart showing the name of the person or group, what they accomplished, and the strategies they used.

Then, help them find out all there is to know about a local issue of interest to them. Use press clippings, speakers from both "camps," reports of television news releases, etc.

Encourage the children to find all the alternative solutions that they can to the problem--hopefully, solutions that will satisfy both points of view.

Help the children determine who the decision-makers are in the situation; these are the people to influence. Then they can

- write letters explaining their point of view and suggesting solutions
- form a well-rehearsed delegation to visit one of the decision-makers
- encourage their parents to take an active stand on the issue
- write a newsletter explaining their point of view for distribution to other children and adults in the school and community
- write a press release and get a local paper to publish it

Assessment: Children actively participate in processes to help find solutions (sharing ideas or investigating resources) and to influence decisions (e.g., letterwriting, etc.).

Children can articulate two or more methods that have been used to effect change locally or nationally.

IV. PROCEDURE FOR COMBINING ACADEMIC AND MULTICULTURAL LEARNING ACTIVITIES

In order to combine academic and multicultural learning activities, teachers who have worked with the Responsive Multicultural Basic Skills project have generally followed these five basic steps:

- identify the academic learning objectives and decide on the cultural objectives (i.e., the learning objectives that will help children understand human behavior and relationships)
- select teaching method that will increase equity and diversity in the classroom
- identify and select appropriate resources
- develop a strategy for combining the activities
- decide on a means of measuring students' mastery of the skills and ideas

A. A Look at One Teacher's Combined Lesson Plan

Analyzing the way a first-grade teacher in the Tacoma, Washington Follow Through Program changed her method of teaching children to tell time provides an illustration of the difference between a purely academic curriculum and a combined academic/multicultural or "infused" curriculum. The teacher, Marji Shahan, selected the following academic objectives:

- Children will show how they use time-telling
- Children will practice and develop their ability to tell time by using a clock with an hour and minute hand

The procedures Marji used included:

Have the children identify what they know about time by answering such questions as:

What time do you get up?
When do your parents get home from work?
What time do you have dinner?
What other things do you do at a specified time?

Have the children find out how to tell time and practice doing it.

The teacher places cardboard numerals in a huge circle on the carpet on the floor. The children take turns pretending that they are the "hands" of the clock. Each lies on the carpet and moves to the appropriate spot when the teacher or another student identifies a specific time that should be depicted on the "clock."

Once students are familiar with the method for telling time, in the group, the teacher encourages each student to make his or her own individual clock with a paper plate and brads.

Children practice telling time by solving problems suggested by the teacher, e.g.,

What time do you get up?
Make 7:15 on your clock.
What time should you be here in school?

After receiving instructions for combining the academic and multicultural curricula, Marji Shahan chose to use the procedure that not only extended the objectives but also increased the number of activities that helped children understand and use time. She added the following objectives:

- Children will know about the contribution of Benjamin Bannaker, a Black self-taught mathematician, clockmaker, etc.

- Children will learn about self-concept. They will grasp and be able to articulate some differences in individual pacing and the value of these differences.

The procedures Marji used included:

Children read about Benjamin Bannaker, the self-taught, free Black man.* They discuss the wooden clock that he invented in 1770. The teacher develops a time line with the students so that students have some understanding about how long ago that was.

Students discover the different ways people have used to tell time throughout the world and at home by hearing information and surveying their own family members (e.g., use of the sun dial, use of the position of the sun, hour glass, etc.).

Children learn to use a stopwatch through taking their own heart rates by feeling their pulse and looking at the stopwatch. Then they compare their heart rate when they are at rest and after running. They graph the differences between the heart rates of people within the classroom.

Children hear the story of the Tortoise and the Hare. They discuss the value of doing things at a fast and slow pace.

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*In the Encyclopedia Brittanica, Micropaedia Book I (Chicago: Encyclopedia Brittanica, Inc., 1981) p. 794.

Each person identifies something that they are able to do rapidly and something that they do very slowly. Together, the group identifies when there is value in doing things rapidly and slowly.

Students draw conclusions about pacing and individual differences, and about time and how people tell time.

1. *Identifying academic and multicultural objectives*

Initially, the teacher who planned the previous learning activities focused on objectives that emphasized mathematics-skill building--specifically, telling time. To "infuse" the activity, she did not curtail or change her academic expectations but she did expand the objectives of the activities so that multicultural competencies would be consciously emphasized and mastered, too.

2. *Selecting teaching methods that will increase equity and diversity*

The teacher started the lesson by having the children relate the subject they were about to study to familiar information (e.g., what time they get up, etc.). She then chose a teaching method that enabled the children to use their whole bodies to learn (kinesthetic method) so that children who are primarily kinesthetic/tactile learners (as opposed to auditory or visual learners) would have an opportunity to use the senses through which they absorb information most readily and others would have these senses stimulated. The teacher also attempted to answer the diverse learning needs of her students by giving them instructions in a group setting before letting them work individually to practice what they had learned.

Throughout this set of activities, the children were involved in using their senses and manipulating materials and ideas to acquire new concepts and skills, since encouraging children to make these physical explorations is a developmentally appropriate method for helping young children form concepts. In addition, the children had the opportunity to discover information about themselves with regard to pacing, to compare their pacing to that of others and to formulate generalizations about human behavior.

3. *Identifying and selecting appropriate resources*

In this case, the teacher decided on her strategy, then secured the resources she used--the large numerals for the "human clock," the paper plates, the stopwatch, the information about Benjamin Bannaker, etc. At other times, the resources available, especially at the primary level, may dictate the strategy that is developed.

4. *Developing a strategy for combining the activities*

The learning activities previously described were combined in such a way that time--how to tell time and use time-telling abilities--became the theme for academic and multicultural activities. In this situation, there were opportunities to make the clocks and practice time-telling during one learning experience and find out about Benjamin Bannaker at another point. This teacher also presented some activities in which children experienced the math (graphing) practice and cultural learning (comparing differences in heart rates) all at once.

In deciding which approach to use (i.e., present related academic and cultural activities at different points in time or combine them in the same lesson or activity), teachers will undoubtedly use the amount of time that is available as the deciding factor. If the teacher is feeling pressured about the amount of "extra" time that including multicultural content will add to the children's day (or as some teachers have phrased it--the amount of time that they will not be working on academic skill building), it is important to develop a strategy in which the cultural focus becomes the academic content that children will work on learning.

5. *Deciding on a means of measuring the children's mastery of the skills and ideas*

Although the previous example does not describe the means that the teacher used to measure the children's growth, we can see that the emphasis is on:

- children being able to tell time and
- children understanding that people's paces vary and that there is value in the differences.

A logical assessment of children's attainment of the first objective is to ask them informally throughout the day to tell you what time the clock shows. You can then record who was and was not successful. For the second objective, you may choose to see whether the students can each state the generalization, *each person does different things at different speeds in their individual way*. Or, you may want to state the generalization, once the children have formed it, and require that each child identify an example or fact that verifies the generalization.

B. Procedures for Restructuring Learning Activities So That Academic and Multicultural Activities Are Combined or "Infused"

If you review the "Guide for Infusion Planning" that follows, and the sample "RMBS Infusion Planning Sheet," you will get a total picture of the procedures to follow and see a sample of one way in which the task may be accomplished.

Guide for Infusion Planning*

Materials: "RMBS Infusion Planning Sheet"* (see p. 138 for a sample and Appendix C of the Overview Handbook for a blank form).

Procedure: Academic Activity

In the first column, list abbreviated statements for the specific curricula objectives that your class will attain during a specified learning period (e.g., a week, a month, etc.). You may choose to focus on one or more disciplines at a time. For example:

Children will (specify which)

- read, understand and use measuring tools for liquid and dry measuring
- begin to write paragraphs; will focus on indenting, capitalization, and including a complete thought
- demonstrate comprehension of Level 2 stories by completing cloze sentences and summarizing the theme orally or by writing simple paragraphs.

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*Infusion Planning Guide and Sheet are adapted from the work of Dr. Nathaniel Pearson, Instructional Support staff member, Alameda County, Hayward, California.

Cultural Objectives

In the second column, select one or more of the following objectives. Record your selection in the appropriate column. Identify the specific ethnic/cultural groups to be represented. For example:

#2. Children know their own ethnic group: the Mexican culture.

Child:

1. Knows and values self: The child is able to articulate/express knowledge and value of his or her own traits, characteristics and experiences (e.g., physical attributes, feelings, speech, behavior and/or abilities, etc.).

2. Knows and values own family/ethnic group: The child is able to articulate/express knowledge of and value of own group's characteristics (e.g., structure, role and activities of own family, and customs, traditions, artifacts, language and/or contributions of own ethnic group).

3. Knows and values own community: The child is able to articulate/express knowledge and value of own community characteristics and composition (e.g., resources, ethnic/social class composition, etc.).

4. Knows and respects the relationships between individuals and groups: The child can articulate/express the similarities and differences between individuals, families, ethnic/cultural groups or communities (e.g., knows the attributes and can compare self to another person or own family to another family, etc.). Also the child understands contributions of ethnic group to society and conflicts between groups, and can express the interdependence between individuals, members of a family and ethnic/cultural groups within a community, nation or world.

5. Knows ways to maintain positive relationships and to work with others to fight injustices: The child can demonstrate the ability to work cooperatively and competitively when appropriate; demonstrates the ability to interact productively with peers of other ethnic/cultural/social groups; can express own viewpoint; can critique ideas and media that influence thought, etc.

Note: As you select the cultural objectives for the learning activities, keep in mind that you may choose to have children focus on one level, such as knowing self or knowing own family, during an entire year. Or, you may choose a specific issue or focus and expose the children to it during the entire year. For example, children may have the opportunity to compare similarities and differences (between themselves and another child, their own family/ethnic group and one other family/ethnic group, their own community and one other community), or to discover the way people (individuals, families or groups) work toward resolving conflicts, etc. The primary criterion for decision-making is, what do the children know already and what do you think will benefit them the most?

As you think about the cultural objectives to focus upon, you will undoubtedly want to base the decision on the specific ethnic/cultural groups in your classroom. For example, the teachers who participated in the RMBS project had many children in their classrooms who were Mexican American or were recent arrivals from Mexico. Therefore, several teachers emphasized the Mexican culture as practiced in Mexico and in the western U.S.

Types of Experiences

In the third column, list one or more of the following. It is not essential to cover all aspects of one item. For example:

#1. Children gather information about Mexican people, traditions, values and beliefs and

#2. Compare to own family

#3. Speak Spanish or learn some Spanish words

or

#1. Children gather information about several Mexican traditions

#2. Compare traditions to their own family traditions

Child will:

1. Gather information and formulate concepts and generalizations about self, family and/or ethnic/cultural groups within their own communities.
2. Compare attributes, issues or perspectives of two or more individuals, families, ethnic/cultural groups or communities.
3. Develop learning-how-to-learn skills (such as understanding the appropriate use of own language and standard dialect; using questioning and critical thinking skills when analyzing customs or traditions; using a different learning mode than the preferred one to integrate or apply a skill already learned, etc.).
4. Develop learning-how-to-make-it competencies (such as working cooperatively and competitively with others; learning to critique media for bias; working with others to effect social change, etc.).

Note: To complete this column, you may want to refer to the Teaching Methodology section of this handbook, to review the information on concept and generalization formation, providing for equity and diversity, integration, application, open questions and problem solving.

Types of Resources Available or Needed

In the fourth column, list people and material resources that will enable you to accomplish your plans. For example:

> Mary can get books to read about Mexico; Mexican Museum consultants, etc.; food, two films, etc.

Teacher, school district or community provides:

1. Unbiased/authentic books, films, slides that represent a culture. These should be appropriate to the grade level or easily modifiable.
2. Authentic speakers/consultants who represent a culture/ethnic group and are able to interest young children.
3. Parent(s) or community person who volunteers to work in the classroom regularly.
4. Equipment
5. Raw material for making and doing (e.g., foodstuffs).
6. Staff development to increase own knowledge, understanding and competence about an ethnic group.

Note: As you complete the column on Resources Needed, you will probably want to explore resources before you make your plans final. In most school districts and public libraries, you can find children's literature that will meet your needs adequately. Therefore, you will probably want to rely heavily on this literature as the source of information. However, we caution you to critique this material (see Appendix D in the Overview Handbook) to make sure it is not biased or inaccurate. You may also want to supplement this information by using local ethnic-oriented community agencies as a resource.

Infusion Strategy

In the fifth column, synthesize the information you have identified in columns A, B, C and D by listing a series of action-oriented activities that will enable children to increase their skills and abilities. Use the following list to aid your thinking: e.g., children measure ingredients and make guacamole; children hear presentation by Mexican Museum staff, make Mexican masks, discuss values related to masks, write paragraphs by making thank you notes and compare own way of using masks to the Aztec way of using masks.

Strategy includes ways children can develop or apply skill or knowledge by:

1. Making something (e.g., food, artifact, etc.).
2. Playing a game (e.g., manipulatives, board).
3. Planning and carrying out an experience.
4. Practicing a skill by doing exercises, drilling, etc.
5. Researching information (e.g., oral histories).
6. Listening, seeing, touching or tasting.
7. Visiting.
8. Discussing, presenting, displaying or writing.
9. Celebrating.

Note: As you plan your Infusion Strategy, you can ask yourself, what is the nature of the activities? Young children who are forming concepts and general ideas about the world need experiences that will allow them to be actively involved in what they are learning. We propose that activities have variety, make use of all the senses and provide opportunities for children to leave the classroom and school building to go, make, do and discover.

It is also desirable for each activity to have a precise purpose. Consider the function of each activity. What will you do to get children motivated? To help children to understand concepts or grasp a new perspective? How will they be able to integrate the new information or skill with familiar knowledge? Or, how will they apply new information in another way? Also, consider the sequence of events. Jean Monroe, a teacher trainer from San Francisco, stresses the importance of using strategies that motivate children's enthusiasm for a topic from the beginning of a lesson:

> Getting started in any kind of instruction is often the hardest part for many teachers. They struggle with finding the best way to get children involved and interested. An

> initiating experience can be anything from stimulation through media, such as showing a film on plant life; or motivation through observing a demonstration, such as a teacher sinking a whole boiled egg into a glass milk bottle; or direct contact in natural surroundings, such as going to a community event of a specific ethnic group. Initiating experiences can be very dramatically produced, or very subtle. Teachers can use them to allow the students to be observers of a situation, with the intention of getting them "into the act" later. Or, teachers can have students manipulating things and exploring them through their senses as ways to introduce the topic.

After the initiating experiences, children should have an opportunity to "mess around" (i.e., freely explore) the new concept or skill before focusing on specific learning. They then have time to really acquire the concept or skill and test it in familiar and new situations before the experiences are brought to closure and assessment of the competencies gained. You may also consider that the sequence of instruction may parallel the course of the academic discipline. Perhaps most important in planning a learning sequence is being flexible enough to allow room for the happy accidents and tangential discoveries that are bound to occur along the way--to lift the common learning experience into the realm of the delightful, exciting and rewarding.

Children learn about the artifacts of other cultures by visiting displays at their local senior citizens' center.

Evaluation

In the sixth column, list the appropriate method(s) and instruments you will use to assess the degree to which children have mastered the objectives in Column A and attained concepts in Column B. For example:

> On a written test, Level A students mark correct place or circle correct instrument for measurement identified; Level C students demonstrate correct measurement by making tacos that taste good.

Select among the following examples or use other means to measure growth.

Children will:

Demonstrate their ability to understand knowledge, skill or competence by

- taking a written teacher-made test
- responding orally to information individually or in small group (teacher records responses)
- playing skill/knowledge game and receiving high points for number of correct responses
- responding in a format that is similar to standardized achievement measure

Demonstrate mastery of knowledge, skill or competence by

- using ability in new way (e.g., child teaches someone else or uses ability in different or more complex situation); teacher observes
- planning a way the ability can be used in a practical or out-of-school setting, doing it and reporting on the outcome

Note: We suggest that you begin to decide how the learners' growth and abilities will be evaluated during the initial phases of your planning. Make careful decisions as you are developing your objectives so that you will be able to determine evidence of growth in the multicultural as well as academic areas. Be clear about what you want to see, the criteria for success and the ways in which you will measure that growth has, in fact, occurred. This is a most vital section for your planning. For it is this evidence that will do the most to convince you, your administration, and the children's families that your efforts have concrete pay-off for the children.

Children demonstrate their understanding of fractions by cutting tortillas into portions.

Parents and teachers work together during in-service training to plan how they will combine cultural and academic activities.

RMBS INFUSION PLANNING SHEET

Curriculum Area: Applying Math, Reading and Language Skills

Time Duration: One Month

Directions: List the academic objectives you plan to do in the academic objectives column. Then select the cultural objectives and method of experience you wish to focus on. Write these selections in the appropriate columns. List the resources you will need. In the fifth column (E), list the activities that you will use that have infused the academic objectives with the cultural objectives and method of experience. Finally, list the strategies you will use to assess the child's cultural and academic growth.

A. Academic Objectives (2nd Grade)	B. Cultural Objective	C. Method of Experience	D. Resources Needed	E. Infusion Activities	F. Evaluation
Math: • uses measuring tools for liquid and dry ingredients accurately (gross measure) Language Arts: • begins writing simple paragraph; helps develop model, sees, creates own paragraph • increases vocabulary words • expresses own ideas orally in total and small groups Reading: • reads silently 15 minutes each day from self-selected book • reads level 2 stories for meaning	• is aware of own (if Mexican) and other ethnic/cultural group (life style, ancient beliefs and values, language, traditions, artifacts, holidays, cultural emblem) Mexico • knows three or more similarities and differences between own ethnic/cultural group and Mexico (or others in class)	• gathers information and formulates concepts about Mexican culture • recreates art forms (makes designs and masks) • compares attributes of own culture to Mexican culture (e.g., masks, language) • children use language from their own cultural group • increases ability to follow directions	Books: De Braniff, Aurora, Crucita and Her Piggy Bank Troop, Miriam, Children Around the World Lyle, Isabelle, Fear Consultants: Mexican Museum staff presentation on "Mask Making" Food: Ingredients to make guacamole Ingredients to make tacos	1) Have oral discussion: "Tell all you can think of about Mexico." 2) Use library: select library books re: Mexico read selection daily. 3) Arrange bulletin board: "Mascaras!" Read "Why Pre-Hispanic People Wear Masks"; discuss "Fears". 4) Make Mexican Jaguar masks. 5) Write evaluations of maskmaking and presentation. 6) Read the story and answer questions in group; develop paragraph; create own paragraph; compare to own life style. 7) Introduce measuring skills: students practice; read "Guacamole Story," make and eat guacamole--small groups. 8) Listen to, say and match Spanish words and numerals. 9) Locate Mexico on map; compare to own community map. 10) Measure and make sombreros. Discuss feelings about making sombreros. 11) Read story about and make Chinese kites. Compare to Mexican masks. 12) Writing: Assess Mexican unit and write thank you notes to presenters.	1) Determine what children already know. 2) Application: use of library skills. 3) History of Mexican masks: cloze sentences. 4) Assess ability to follow oral directions for mask making--teacher notes. 6) Correct student copy and created paragraph. Level A & Level B Integration re: guacamole and measuring; written test 8) Observe games, assess assignments. 10) Assess students' comfort in oral expression with group. 11) Assess ability to follow directions.

As you begin to complete the Academic Activity column section, first determine the specific curricular area(s) that you will focus upon. Then, list the objectives that you want your students to attain. We suggest that you begin by selecting only two or three objectives--ones that you believe can be attained fairly easily by your students within a brief amount of time. This will encourage both you and the students during your initial experiences with these types of activities.

In completing column B, Cultural Objectives, you can refer to the list of five issues delineated in the Infusion Guide (e.g., knows and values own self, etc.). These issues are based on the concepts and generalizations that we suggest primary school-aged children learn. They may be organized into a curricular framework that has a clear scope and sequence that you can choose to follow in developing an internally-consistent multicultural learning curriculum. The curriculum framework we suggest using evolved during the Responsive Multicultural Basic Skills Project.

C. Understanding the Responsive Multicultural Basic Skills Framework

The Responsive Multicultural Basic Skills curriculum framework is based on the idea that a personal-issue-centered curriculum is a highly effective approach to use with primary school-aged children. The young child is constantly growing toward increased self-awareness, and his or her major influences and concerns are such personal issues as life within the family group and interactions with people in the school and neighborhood. Consequently, the model deals with three major themes:

- How individuals identify and express themselves, with a triple emphasis on the nature, cause and perception of personal differences.

- How the family's activities and practices work, with emphasis on the ways these behaviors are similar to or different from the activities of people in the same and different ethnic/cultural groups.

- How groups within the community are interdependent, with emphasis on those groups that form in school, in the neighborhood and in the ethnic/cultural groups within the community.

Each theme is keyed to one major concept and related subconcepts that we can expect children to formulate or attain as a result of participating in a variety of appropriate activities. Although we have sought to select concepts and subconcepts that we believe are most likely to help young children understand themselves and other people, the teacher or district curriculum designer may choose to use different subconcepts that may more effectively address the issues that are most relevant to his or her own community. The general method that is proposed for sequencing learning activities involves encouraging each child to first think about himself and herself and his or her own experiences when learning about the self. This we call Level A. Then, the child is guided to acquire an understanding about the family/ethnic group (Level B) and the community (Level C). We suggest that children have the opportunity to gather information about another individual or group and make comparisons as they discover information about critical aspects of the key concept. For example, methods of verbal communication and learning to place a positive value on differences are subconcepts that are relevant to clarifying one's ideas about the self. The levels for each theme increase in complexity. We expect self concept (Level A) to be basic to understanding family and ethnic identity (Level B). However, we are not indicating that the child must spend one year focusing on the self before studying families. You may choose to cover information about self, families and community within the same year. However, it is valuable to guide children to acquire fundamental thoughts before asking them to learn more advanced ideas. For example, the child who understands that he is from a specific ethnic group because of his family background can more readily understand ethnic identity.

Finally, we have stated expected outcomes that we believe to be valuable to social/emotional growth. (See Figure 1 on the next page for a matrix summarizing this overview.) It should be noted, too, that although the framework is sequenced by levels, the teacher may choose to pick from within each level for a specific grade, rather than using information from Level A for first graders, Level B for second graders, etc. After reviewing the curriculum summary in Figure 1, the teacher or curriculum designer may decide to develop a complete unit of study based on a particular theme. To aid in this process, Figures 2, 3 and 4 offer outlines of the suggested units. (See Appendix D in the Overview Handbook for an example of how one unit of instruction may be developed.)

Figure 1

RESPONSIVE MULTICULTURAL BASIC SKILLS CURRICULUM SUMMARY

SEQUENCE	THEME	KEY CONCEPT	SUBCONCEPT	METHODOLOGY	EXPECTED OUTCOME
LEVEL A	How individuals identify and express themselves, with emphasis on the nature, cause and perception of personal differences.	Self Concept	• Identity • Differences • Oral communication modes • Behavior • Abilities and interests • Valuing differences	Focus on physical attributes, means of expressing ideas and feelings, behavior and abilities of each child. Make comparisons of similarities and differences between individuals' characteristics. Help children discover causes for differences and different perceptions and feelings about the differences. Children formulate related concepts.	Development: Children understand and value their own uniqueness. Children are able to articulate several ways they are different from another person, state why some differences exist, and make positive statements about themselves.
LEVEL B	How families' activities and practices are different when compared to other families within and across ethnic groups.	Ethnic Diversity	• Family • Family interdependence • Family activities • Ethnicity • Diversity • Stereotype/prejudice • Ethnic group appreciation	Each child lists and compares own family structure, composition, roles, responsibilities, values and practices. Recreate and compare the customs, traditions, artifacts of families in U.S., using two or more ethnic groups selected. Children critique media for stereotypical and enhancing statements about the same ethnic groups. Children formulate own generalizations, summing up the relationship between concepts and ideas discussed during the study.	Development: Children understand how roles, responsibility and ethnic heritage influence daily living and appreciate their own and other ethnic groups. Children are able to list several ways one family may be distinguished from another; to recognize individual needs from a list of examples and non-examples; to articulate how a need is met in different ways by two families; to list two or more ethnic groups; to identify several stereotypes from examples; to identify own ethnic group. Children make positive statements regarding own and other groups.
LEVEL C	How groups within the community are interdependent, with emphasis on school and community.	Cultural Diversity	• Community • Influence of groups • Contribution of groups • Group interaction • Social change • Community resources • Cultural groups	Each child lists and discusses the groups (e.g., sex, interest, social, ethnic, age, learning, etc.) with which he/she affiliates; and the group's influence on members' contributions and the group benefits. Students compare similarities and differences between groups. They discover and use strategies for making individuals' and group life better in the classroom or school (e.g., members analyze roles, responsibilities and rules within the classroom and make recommendations to increase learning opportunities for each person). Students gain new information and skills while learning in cooperative-group and/or cross-group learning situations and/or examine a classroom, school or community concern and work with others to effect change. Children discover information about two or more groups in community--how they compare, how they interact; how they are interdependent. Children sum up school community experience by listing, grouping and labeling concepts as they are developed and formulating generalizations that relate two or more concepts. Children list resources in the community. Help children select two or more ethnic groups and compare the way similar resources have influenced them and the way the groups have made contributions (cultural, economic, social, etc.) to the community.	Development: Children understand selves as social beings. They see how they relate to the community; are aware of and appreciate the contributions of their own and other groups to the community. Children are able to describe several ways individuals influence and are influenced by groups; they demonstrate the ability to work with others in cooperative learning groups and in competitive situations; and they effect social change. They can articulate information about the influence of community resources and the contributions of two or more ethnic groups.

Figure 2

RESPONSIVE MULTICULTURAL BASIC SKILLS CURRICULUM FRAMEWORK

Level A

Theme: How individuals identify and express themselves with emphasis on the nature, causes and perceptions of personal differences.

Key Concept: Self Concept

Generalization: Who I am is determined by how I see myself and how others see me.

Unit 1: Who Am I?

Concept: Identity

Main Idea: Humans have unique attributes.

Unit 2: There's Only One Me!

Concept: Differences

Main Idea: Human beings show extreme variation.

Main Idea: Human variation relates to inherited and learned traits.

Unit 3: The Way I Talk

Concept: Communication (modes and styles)

Main Idea: People communicate their thoughts and feelings in many ways.

Unit 4: How I Act

Concept: Behavior and World View

Main Idea: People behave and solve problems according to their values, beliefs and experiences.

Unit 5: What I Can Do

Concept: Abilities and Interests

Main Idea: All people have some strengths and limitations.

Unit 6: My Differences May Cause Me Conflict and Pride

Concept: Valuing Differences

Main Idea: Conflict and inequities often result from assigning value to particular types of differences.

Main Idea: All people are valuable and can make a contribution to the community.

Figure 3

RESPONSIVE MULTICULTURAL BASIC SKILLS CURRICULUM FRAMEWORK

Level B

Theme: How families' daily living practices differ when compared to other families within and across ethnic groups.

Key Concept: Ethnic Group Diversity

Generalization: Ethnic group membership is based on family origin.

Unit 1: I am a Family Member

Concept: Family

Main Idea: There are variations among family groups' structure and composition.

Unit 2: Family Members Depend on Each Other

Concept: Family Interdependence

Main Idea: All people depend upon others for satisfaction of needs.

Unit 3: We Do Many Things

Concept: Family Activities

Main Idea: Families tend to retain many traditional values, attitudes, customs and strategies for handling problems.

Main Idea: Family members create culture.

Unit 4: We Belong to an Ethnic Group

Concept: Ethnicity

Main Idea: All people are members of one or more ethnic group(s). Each person determines the extent to which he or she relates to his or her own group.

Main Idea: The ethnic group may influence the way the family does and perceives things.

Unit 5: Members of Ethnic Groups are Different

Concept: Diversity

Main Idea: There is variation within and across ethnic groups.

Unit 6: Some People "Put Down" Others

Concept: Discrimination

Main Idea: Some individuals and families have been belittled because of their ethnic group affiliation.

Unit 7: I Like My Own and Respect Other Groups of People

Concept: Ethnic Group Appreciation

Main Idea: There is value in diversity.

Figure 4

RESPONSIVE MULTICULTURAL BASIC SKILLS CURRICULUM FRAMEWORK

Level C

Theme: How groups within the community are interdependent with emphasis on the school and city community.

Key Concept: Cultural Diversity

Generalization: Groups within the community are influenced by each other.

Unit 1: My School/Classroom Community

Concept: Community

Main Idea: There are many groups in a community. Everyone belongs to more than one group.

Unit 2: School Groups Influence My Behavior

Concept: Influence of Groups

Main Idea: Each group exerts social controls and shapes the behavior of its members.

Unit 3: I Can Help My Group

Concept: Contributions to Group

Main Idea: We benefit when individuals contribute to the group.

Unit 4: I Can Work With or Against Others

Concept: Group Interaction

Main Idea: People can choose to be cooperative or competitive within a group or in relation to other groups.

Unit 5: I Can Work With Others to Make Things Different

Concept: Social Change

Main Idea: Solving important human problems requires human beings to engage in joint effort.

Unit 6: Our Community

Concept: Community Resources

Main Idea: Community resources influence the cultural/ethnic groups within a community.

Unit 7: Cultural Groups Are Important to Our Community

Concept: Cultural Groups

Main Idea: Cultural/ethnic group customs, world view, traditions, language, contributions, conflicts or means of effecting change may influence people within the community.

V. A SAMPLER OF MULTICULTURAL/ACADEMIC CLASSROOM ACTIVITIES

This section of the Handbook provides you with a sampler of activities developed by teachers and parents who participated in the Responsive Multicultural Basic Skills Project. Since many of the children in the teachers' classrooms were Mexican-American, the activities draw heavily upon the Mexican culture. We suggest that you adapt many of the activities so that students from other cultural and ethnic backgrounds will find them personally meaningful. However, we also suggest that you expose children who are not Mexican-American to some of the activities dealing with the Mexican culture (and other cultures) because it is important for students to learn about a range of ethnic and cultural groups. The sampler is thus intended to be a guide that can offer you support for continuing to or beginning to provide children with a multicultural perspective as they master basic skills.

The sampler is organized into five parts:

A. Activities to motivate interest in cultural experiences (pp. 150-155)

B. Activities that combine reading and multicultural learning (pp. 157-180)

C. Activities that combine language arts and multicultural learning (pp. 181-194)

D. Activities that combine math and multicultural learning (pp. 195-208)

E. Activities to assess growth and/or help students integrate new information (pp. 209-213)

Each part begins with a brief introduction that includes general academic and cultural objectives. Specific objectives, resources and methods for accomplishing the activity are then listed within each activity, as is the means for helping the children assimilate the information and assess their growth. For the most part, activities were developed by the teachers and parents who participated in the program. Therefore, in order to retain a level of their original work, each activity is not presented in uniform language. Wherever possible, we have tried to retain the descriptions of activities that were offered by the teachers and parents who created many of them.

A. Activities to Motivate Interest in Culture

Most children get excited by and involved in activities that enable them to make and to do. But, although children are often stimulated by recreating cultural artifacts or participating in cultural holidays and traditions, many multicultural curricula have been overpowered with activities that are enthusiastically received by the youngsters but give them little substantive information about the cultural group being studied. As James Banks, a specialist in multicultural education, states:

> It is the values and related lifestyles of ethnic communities that constitute their essence not chow mein, basket weaving, sombreros, or soul food. These values and related behavioral characteristics and perspectives should be emphasized in the curriculum, not exotic cultural elements whose major outcome is the reinforcement of stereotypes.*

In line with this philosophy, many of the activities that combine multicultural content with academic skill development in this chapter focus on the following objectives and levels of cultural understanding:

1. Knowing and valuing oneself
    - expressing fears p. 201
    - individual language usage pp. 189, 191
2. Knowing and valuing one's own family and other families/ethnic groups
    - customs/artifacts (Mexican, Black, Filipino, Indian) p. 151
    - family activities (Chinese, Black, Indian) pp. 159, 173, 183, 191
    - language (Spanish, Black dialect/ slang, standard) pp. 167, 189, 197
3. Knowing ways to attain positive intergroup relationships
    - critiquing media for bias (Mexican) p. 169
    - cross-cultural differences (Chippewa) p. 175
    - cultural contributions (Jewish) p. 193

In addition to the levels of understanding mentioned above, the concepts and generalizations discussed in the concept formation section of Chapter III and in the cultural framework described in Chapter IV can be the basis for formulating the cultural objectives for other activities that you design.

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*Banks, James A., Teaching Strategies for Ethnic Studies (Boston: Allyn and Bacon, Inc., 1979), pp. 74-75.

MEXICAN MASKS: LINKS TO MEXICO'S PAST*

Level - First to Third Grade

Principal Idea: The masks of Mexico are a record of its peoples, cultures, religion and history. Two distinct faces look upon us from the carved images of Mexican masks: the European and the Indian. To learn about Mexican masks is to learn about Mexico's past.

Objectives: Through the medium of Mexican masks, students will:

- increase their understanding of the Mexican people and their culture, and understand the functions of masks within a cultural context;
- recreate a cultural artifact;
- increase their oral language and reading comprehension skills and their ability to follow oral and written instructions.

Focus: Children are introduced to the history and values/beliefs of pre-Hispanic Mexico.

Resources: Hocker, Bea, "Why Pre-Hispanic People Wear Masks" (see p. 154 of this chapter)

Materials:

- Pattern (see p. 155)
- Paper: Any type of heavyweight colored paper, cut to 12" x 16" sheets, flexible enough so that it can be folded; assorted pieces of brightly colored paper, gold and silver wrapping paper
- Paste or glue
- Yarn (optional) and string or elastic thread
- Felt pens and/or crayons and pencils
- Masking tape
- Staples, stapler, hole puncher

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*Adapted from an activity developed by Bea Hocker, staff member, The Mexican Museum, 1855 Folsom Street, San Francisco, California, 1981.

Procedure:

Read information sheet on masks to students - "Why Pre-Hispanic People Wear Masks" (p. 154), or have them read it.

Follow with discussion on masks. Sample questions:

Why do you wear a mask on Halloween?
Why does a performer sometimes wear a mask?
Why is a clown's face painted?
Have you ever watched dancers perform with masks?
Who were they pretending to be?
If you were given a magic mask, what would you do with it?

Set up a bulletin board with photos of Mexican masks. Explain to students the location of Mexico in relation to their own state.

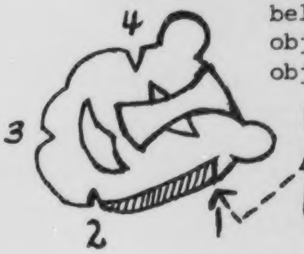
Begin making a Mexican Jaguar mask, by

Folding 12" x 16" sheet of paper in half lengthwise.
Placing pattern on paper with straight edge on fold. (See p. 155 for pattern)
Tracing around pattern with pencil. Be sure to trace inside slits, eyes and mouth. Cut out mask, keeping paper folded in half.
Unfolding mask and folding nose down between eye holes.

Have the children

Glue colored paper in back of mouth.
Draw or glue cutouts of fangs, tongue, whiskers in and around mouth area.
Decorate area around eye holes as well as entire face area by drawing or gluing cutout designs (spots, stripes, bands of color, solid areas of color, etc.). Yarn can be glued as whishers or fur.

Show children how to construct a mask, using the steps below, if they have not had experience constructing objects. Or, if children have had experience in making objects, ask them to



Overlap one edge of slit (¼" at its widest point) over second edge to form curved surface. Tape in place and staple together. Repeat the same process on remaining three slits.

Punch holes on both sides of mask opposite eye holes. Tie string or elastic thread through the holes for mask ties.

Assessment: To assess comprehension, learner completes the Cloze Paragraph Test (see Section E of this chapter, p. 211).

To assess a child's ability to follow instructions, look at the results of the masks each student made.

MEXICAN
MASCARAS
OF LONG AGO
OF TODAY

Bulletin boards set the tone for the activities children will do and engage their interest. Several issues of National Geographic have good photographs of Mexican masks. Students may also be able to bring in masks that they may have at home.

WHY PRE-HISPANIC PEOPLE WEAR MASKS*

The Pre-Hispanic people began to use masks because of the hard life they led. They lived in fear of earthquakes, floods, lightning and wild animals. They were frightened that the sun might not rise the next morning; or that the moon would stop giving light; or that there would not be enough rain to make things grow. They did not know the scientific reasons for these happenings so they were afraid. Because of the strength and power of these things, they believed that there were great spirits of gods that controlled nature. These people felt very unimportant in comparison with these great gods and spirits. As a result of these feelings, they invented the mask. And they began to believe that the wearing of a mask provided them with a magical way of transforming themselves into a spirit or god and with a way of being able to communicate with the spirits and gods that controlled nature. These early people at last felt that they could have some control over nature and make life easier for themselves.

The people of long ago made masks that were more than disguises. They made masks that they believed would transform them, make them more like the gods and spirits they wished to be. As time went by, they developed dances and ceremonies that they thought the spirits and gods wanted them to perform.

Today many people in Mexico still use masks in their dances, ceremonies and festivals, but, for the most part, they no longer believe in the magic of the mask. The use of masks now serves mainly to remind people of customs and beliefs of long ago. However, there are some places in the world, far away from modern cities and towns, where there are still people who put on a mask and believe in its magic to transform an ordinary human into a great spirit.

Vocabulary list:

transform - to change the way one is or the way one looks
spirit - a being not of this world
communicate - to talk or to receive messages
disguise - to make a change in clothes and the way one looks to hide who one really is or to look like someone or something else
customs - actions or events of a people that are repeated over and over again
beliefs - the ideas people think are true

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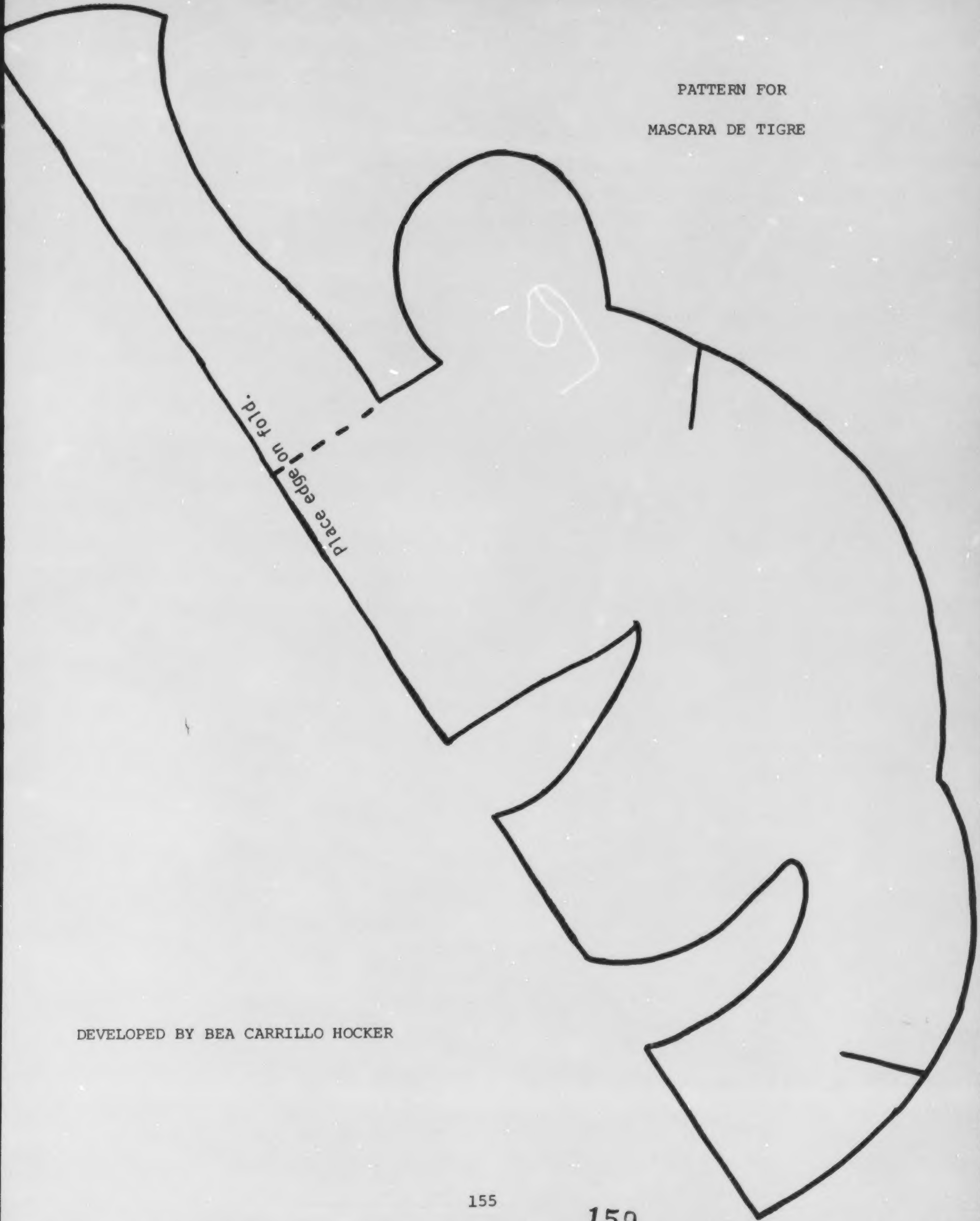
*Adapted from an article developed by Bea Hocker, staff member, The Mexican Museum, 1855 Folsom Street, San Francisco, California.

PATTERN FOR

MASCARA DE TIGRE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DEVELOPED BY BEA CARRILLO HOCKER

B. Activities That Combine Reading and Multicultural Learning

The activities in this section focus upon combining multicultural content with the following reading skills:

1. Word recognition skill	
- sight vocabulary	p. 167
2. Comprehension skills	
- literal meaning	pp. 159, 173
- inferred meaning	pp. 173, 175
- critical evaluation	p. 169

You can also use cultural content as you guide children to acquire other word recognition skills, such as using contextual clues, doing phonic analysis and structural analysis, and referring to the dictionary or word meaning skills, such as using contextual clues and understanding multiple meanings. It is particularly meaningful to children when reading study skills are combined with cultural content because there is a natural match between such study skills as learning how to read and interpret graphic and typographical aids and the skills that children need to research information about groups of people.

As you combine reading skill-building activities with cultural topics, you may find that it is not appropriate to present these skills in the order that a basal text suggests. Rather, you will probably depend less on the sequence suggested in a book and more on the degree of complexity with which the children in your classroom can cope. So, for example, if children are still struggling with the *literal meaning* of content, you may focus on helping them with this skill as they read literature that has cultural information. Later, you can ask them to *infer meaning* or *critically evaluate* the material.

You will also find that integrating reading skills with cultural content means that the children are not only acquiring reading skills, but using reading as a tool to solve problems associated with the cultural content. For example, children would rely on reading skills to skim the table of contents or the index to find out whether the population in a city in Mexico is bigger than the population of their own local community. Similarly, they are using or developing their reading skills as they recognize main ideas in a story and organize these ideas to compare them with their own personal experiences or with the ideas they have about another culture.

When combining reading and multicultural content, you will probably want to include some of these types of information and activities:

- Books and stories with illustrations and content about the different cultural groups represented within the children's classroom and community.

- Information about the historical events, current life experiences, myths, and poetry of diverse cultural groups. Particular emphasis will be on the perspectives that these groups bring to different events, situations and issues.
- Stories developed by students in the class about their own personal, family, and ethnic/cultural groups' practices.
- Opportunities that encourage children to identify ways in which stories that focus on their own or other cultural groups relate to their own experiences.
- Opportunities that help children identify ways family members and other members of their cultural group use reading in their daily lives. Children are encouraged to apply the skills they are developing in similar ways.

Young children read together. Then they participate in follow-up activities so that they can reenact or extend what they learn.

SILENT READING OF STORIES ABOUT CHINESE-AMERICAN CUSTOMS AND CUSTOMS OF OTHER ETHNIC GROUPS REPRESENTED IN THE CLASSROOM*

Level - Second to Third Grade

Objectives:

- Children practice silent reading and develop literal meaning skills
- Children practice locating information by skimming
- Children develop the generalization that ethnic groups may influence the way the family does things

Focus: Silent reading of some or all of a story that is part of the regular lesson.

Note: Since reading is actually a silent act, it is important that students have frequent opportunities to experience it that way from the time instruction starts. This will allow them to develop efficient, common-sense strategies for seeking meaning (e.g., self-correcting, skipping words and returning later, supplying meaningful substitutions, etc.), whereas oral reading instruction has traditionally emphasized word-for-word accuracy and the belief that the reader must pronounce each word to comprehend what comes next. For some readers, this silent reading is the only opportunity they have all day to do "real" reading (i.e., reading of material that is of genuine interest to the child) and to apply the content of what they've learned in the lessons called "reading instructions" (i.e., word analysis, spelling, etc.).

Resources:

- Molnar, Joe, Sherman: A Chinese American Child Tells His Story (New York: Franklin Watts, Inc., 1973)
- Keating, Norma, Mr. Chu (New York: Macmillan Co., 1965)
- Wong, Don and Collier, Irene, Chinese Americans, Past and Present (Tact, 1977)
- Chinese New Year custom information and patterns (see pp. 163-166)
- Sung, Betty Lee, An Album of Chinese Americans (New York: Franklin Watts, 1977)

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*Adapted from an activity developed by JoEllyn Taylor, Reading in the Responsive Education Program (San Francisco: Far West Laboratory for Educational Research and Development, 1980).

Procedure: Within a regular reading lesson, independent silent reading is emphasized. Children are helped to realize the importance of practicing reading the way it is usually done in real situations. They learn that using the common-sense strategies they employ when reading alone (e.g., self-correcting, guessing, etc.) is the best thing to do to learn to read better and that that is what all good readers do.

Gather the group at the beginning to read the title and browse the illustrations to 1) discuss what similar experiences they have had or what they already know about the topic, and 2) predict what they think might happen in the story. Then, after receiving or formulating a focusing task (e.g., read to find what the character does like yourself, or read to remember the kind of activities that the people do and why, plan to discuss later), individuals go off to read the stories independently.

After the reading, they return to discuss the ideas, questions, etc. During the discussion, there may be frequent opportunities to say, "Can you find the part that proves that? Read it to us." (This teaches the child to employ good skimming techniques and also provides a small glimpse of his or her present oral reading skills.

As the children are discussing the books they read, ask questions to discover the information they learned about the Chinese Americans and their customs. For example:

> What kind of activities are these families doing?
> Which activities are similar to the ones which your own family does?
> Which ethnic group do the people belong to?
> Which activities did they do that you believe are unique to the Chinese culture?

As the children identify the customs which are specific to the Chinese culture, chart their responses. Encourage students to tell about any customs with which they are familiar.

As the children are talking, discover if they know the place where the customs originated and if they can locate China on the globe. Then, discover what students know about the origin, purpose and beliefs related to the customs (such as using chop sticks to eat, cooking with a wok and activities and artifacts related to the Chinese New Year's celebration). Have the children research and report the answers to any of the questions that they do not know the answers to. Provide opportunities for the children to experience simulations of these customs in the classrooms.

After concluding the series of activities which enable the children to become familiar with the Chinese American customs and their origins, have the children summarize what they have learned. Ask the students to make a statement that relates the customs to the activities of some Chinese Americans. For example, they may say, *many Chinese Americans do some activities in their homes that originated in China.*

Follow-Up: Children in the class are asked to interview their own parents to discover the countries that they came from and one or more customs that they practice now that originated from that country or are a part of their ethnic heritage. Since some families may not practice customs that are a part of their own ethnic heritage, parents may choose to identify one that the child can report on anyway. Children locate the countries of their heritage on the classroom map or globe. You may place photographs of children by the place of their origin. Students use classroom resources* to find out about background information regarding the origin, purpose and beliefs related to the customs of their own ethnic groups. Children participate in cooking, art, music and game activities drawn from these cultural customs.

When these activities are concluded, replace the chart, that summarized the students' conclusions about the Chinese American families' activities and their customs, on the wall. Ask the students to look at the summary that they made. Ask them to think about what they have learned about the many ethnic groups and their customs. Then invite students to develop a sentence that tells what they have discovered about ethnic groups and the way many families do things at home. Encourage the students to make their statements in a variety of ways. For example, *some things families do are the same as activities done in the country they came from.*

Assessment: Children can recall the literal information that they read silently. They demonstrate their abilities by giving individual and small-group reports, either orally or by making written statements.

Children can identify specific customs that are uniquely related to the Chinese and two other cultures. They can tell about the origin of the custom and why or how it is used.

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*See Appendix A in the Overview book for a list of children's literature relating to diverse ethnic groups.

CHINESE NEW YEAR*

January-February (date variable)

Chinese New Year is celebrated on the first day of the first month of the lunar calendar. Chinese are thankful for having passed through another year safely, and they wish each other another prosperous and good year. They thank the gods, and their ancestors for all the blessings of the past year. It is a day for family reunion and a big family dinner.

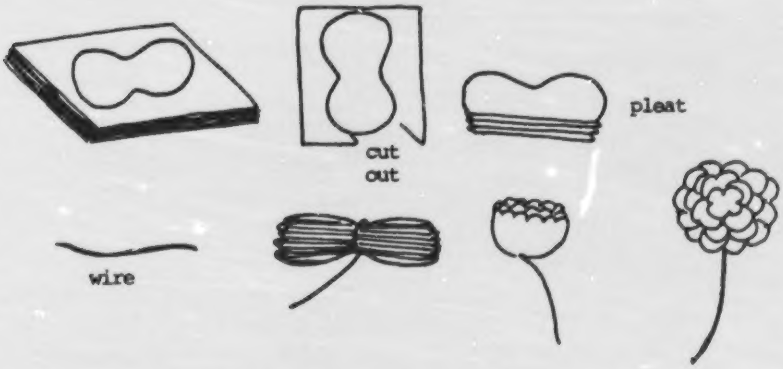
Red scrolls are hung on the door posts. Flowers symbolizing prosperity and happiness are displayed throughout the house. At midnight, the New Year is welcomed in by food offerings of vegetables to the gods. Firecrackers are exploded to scare away lazy and evil spirits.

On New Year's Day, family members join together for a dinner reunion. Married adults give out Laishee (red envelopes containing money) to children and single adults. These envelopes express gratitude and good wishes.

FLOWER OF PROSPERITY

Materials:
1. Colored tissue paper
2. Wire
3. Scissors

Procedure:
- Use 8 to 10 thicknesses of paper.
- Cut out a rough figure eight.
- Fold in a lengthwise pleat, wrap the wire around the center and carefully pull up the petals, one by one.



- The Flower of Prosperity is used by the Chinese as a decoration during Chinese New Year.

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*Lasarte, Patricia, et al., A Tapestry of Cultures: An Interdisciplinary Approach to Multicultural Education (Berkeley, CA: Berkeley Unified School District, 1977).

LAI-SHEE (THE RED ENVELOPE)

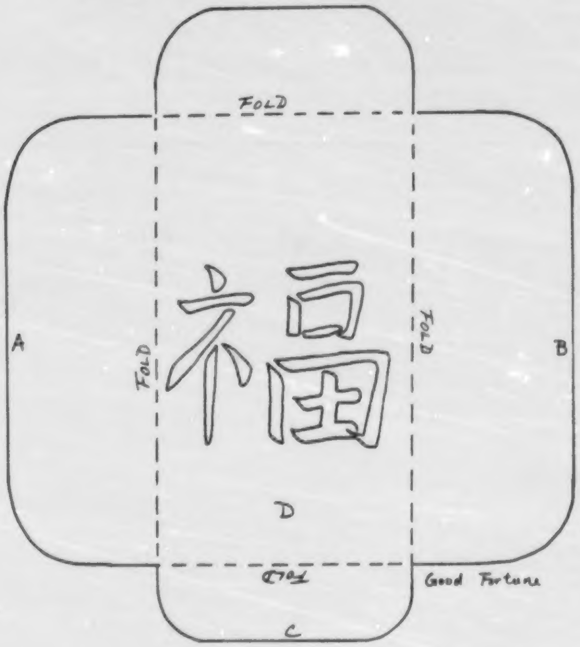
Chinese New Year is a time of great joy and celebration. During the first ten to twelve days, families visit relatives and friends to wish them good fortune in the new year. On these visits, children receive Lai-Shee.

Lai-Shee is a red envelope containing money. The envelope is decorated with designs or Chinese characters in gold. Frequently used designs are: a peach, a Chinese lantern, a bat, a fish, coins, or children bowing. Each of these is a symbol; for example, the bowing children symbolize obedience. The characters most often say "Happy New Year," "Good Fortune," "Long Life," or "Double Happiness."

The Lai-Shee is usually given to children and unmarried young adults during the New Year celebration. At other times of the year it is given to new-born babies, newly-weds, and children meeting their relatives for the first time. The babies and children usually receive the ones saying "Long Life," and the newly-weds receive ones saying "Double Happiness."

The red envelopes contain a gift and a good wish for the receiver.

Materials:
1. Red construction paper or fadeless paper, 9 x 12
2. Scissors
3. Glue
4. Gold paint
5. Small brushes



Glue A to B.
Glue C to D.

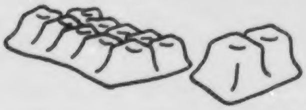
CHINESE NEW YEAR DRAGON

MATERIALS:

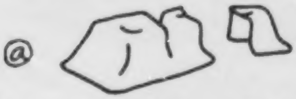
1. Styrofoam egg cartons (1 per child)
2. Strips of green construction paper 2" x 11" (4 per child)
3. Fringed tissue paper
4. Pipe cleaners
5. Glue
6. Scissors

PROCEDURE:

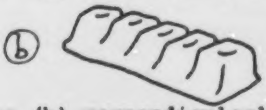
- Use bottom portion of egg carton. Cut 2 egg sections off one end.



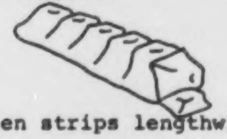
- Cut off 1/2 of one of those egg sections.



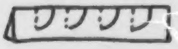
- Cut remaining egg sections in half lengthwise.



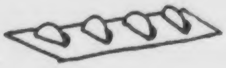
- Staple (a) to (b) perpendicularly, to form head and mouth portion of the dragon.



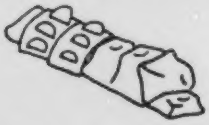
- Double the green strips lengthwise and cut curves on the fold.



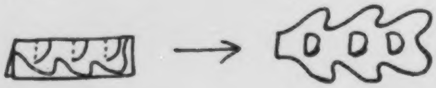
- Unfold the strip and bend flaps up to represent scales on dragon's back.



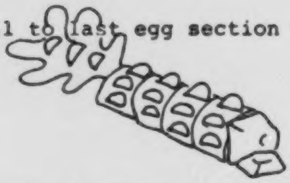
- Wrap this around the dragon's body, overlapping the ends of the strips, and glue them to each other under the dragon.



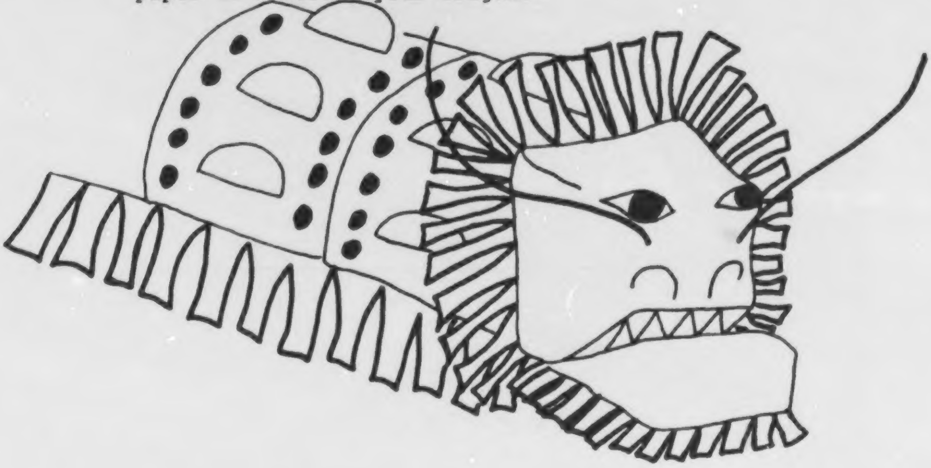
- Make a tail in the same way as the scales. Then cut curves on the edges.



- Glue tail to last egg section under scales.



- Use fringed tissue paper, pipe cleaners or construction paper to decorate your dragon.



USING A SPANISH CHART SONG*

Level - First and Second Grade

Objectives: To help the child to:

- Associate oral and written language by relating the task of reading to a variety of materials and purposes.
- Build Spanish vocabulary

Focus: Children will say a rhyme while looking at the rhyme in the print; will visually match words, phrases and sentences; and will hear and see rhyming words.

Materials:

- Large chart paper
- Flow pen
- Recording with words, "Songs of Spanish America" (Los Angeles: Bowmar Records, 1970)

Procedure: Print the words to a song or poem on a large chart. Read the song to the children, running your hand under the words as you read. Do this several times, having the children say it with you.

Print some of the words on separate cards. Form the words into sentence strips. Show the sentence strips to the children and see if they can find the same sentence on the chart. Reassemble the sentences in the order of the song or poem.

Give each child a word and have him or her try to find it on the chart. The child can hold the card under each line and move it along until finding the match. Tell the child what his or her word is and then repeat the sentence to remind him or her of the context.

Repeat the song, stopping when you come to key words and letting the children supply them.

Leave the song on the wall and return to read it from time to time. Point out words that begin as the children's names do.

Have the children draw pictures about the song or poem and dictate sentences. Read these over several times with the children. Some of the words will appear again and can be pointed out.

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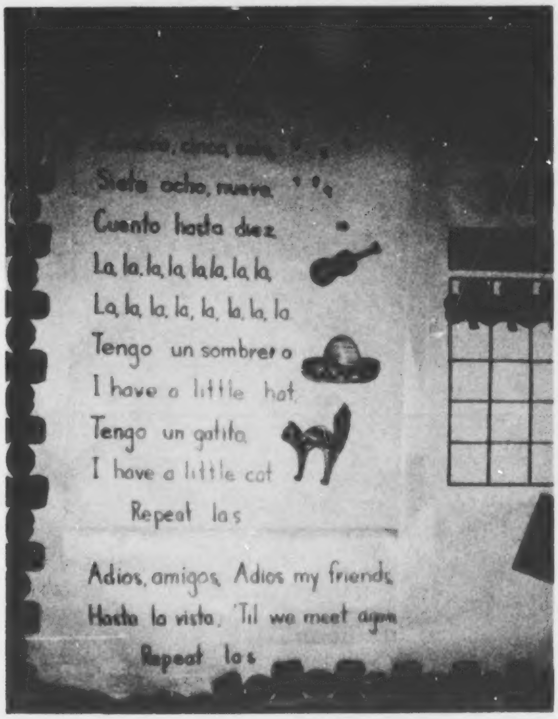
*Adapted from JoEllyn Taylor, loc. cit.

Note to Teacher: Be sure not to place any pressure on the children. Do not demand any word or letter matching from the children. Follow the interest and abilities of each child and let the others enjoy the reciting of the song. This same procedure may be used with poems and short stories.

Integration: Discuss the song with the children and have them relate any similar experiences.

Evaluation: Observe the children to learn who can remember the song and who can readily match words or sounds.



[illegible] cinco, seis,
Siete ocho, nueve,
Cuento hasta diez
La, la, la, la, la, la, la, la,
La, la, la, la, la, la, la, la
Tengo un sombrero
I have a little hat,
Tengo un gatito
I have a little cat
Repeat la s

Adios, amigos, Adios my friends,
Hasta la vista, 'Til we meet again
Repeat la s

*

Children practice their reading skills when they look at "Chart Songs." Sometimes the songs are written in a foreign language or in their own primary language.

Follow-Up: Follow the same procedure, using songs from other cultures, such as those on the album by Albert J. McNeil and Roberta McLoughlin, "Music of the Black Man in America" (Glendale, CA: Bowmar, 1973). Try the same procedure with the children's favorite songs.

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*Song developed by Beverly Webber, teacher assistant, Washoe County School District, Nevada.

ETHNIC BIAS IN CHILDREN'S STORIES

Level - Third Grade

Objectives: Children increase their *evaluative reading skills* by judging accuracy, distinguishing between fact and opinions and recognizing persuasive statements.

Children look for evidence of *discrimination* by analyzing books for evidence of stereotyping and bias.

Focus: Looking in books for bias toward Mexican Americans.

Note: Young children can identify stereotypes in the media. Most frequently they recognize demeaning statements and illustrations about their own group before they see slurs against other people. This experience is particularly meaningful after children have identified stereotypes spontaneously.

Resources:

- Ets, Maria Hall, Bad Boy, Good Boy (New York: Thomas Y. Crowell Co., 1967)
- Copies of story for each person in the group
- Guidelines for checking books for bias (see p. 170)
- Critique of Bad Boy, Good Boy, p. 171

Procedure: Display on chart specific information you want children to address (see guidelines, p. 170)

Have children read the story individually or in pairs.

Ask children to discuss the story.

Find out their literal understanding of the story by asking, "What did you read?"

See what their feelings and interpretations of the story are. Record their comments on a chart.

Show children the list of ways to discover bias in information. Discuss each item on the list with the children and ask them to provide examples from their own background (either from television programs they have seen or books they have read).

Children look for examples of bias in the book. They may work individually or in pairs.

Children discuss examples they found with members of the group.

Integration/Assessment:

Can children relate the criteria to other experiences in their lives, such as things they hear and see on television?

Are children able to use the same criteria with different books?

Method to Decrease Difficulty:

Level 2 - Children can look at illustrations for stereotypical images. Present only one or two guidelines at a time for children to consider. Use Guidelines #1-3.

Level 3 - Use Guidelines #4-7 as children learn to understand them.

GUIDELINES FOR CHECKING CHILDREN'S BOOKS FOR BIAS*

1. In illustrations, look for minority faces that all look alike.
2. Consider the effects on a child's self-image: Will children in the classroom readily identify with the characters and feel good/enhanced by the identification?
3. Watch for loaded words: Do the words used have insulting overtones such as savage, docile, backward, lazy, superstitious?
4. The way people live: Minority people and their setting are depicted in such a way that they appear to be in disastrous straits.
5. Look for stereotypes: A stereotype is an over-simplified generalization about a particular group, race or sex, which usually carries a negative message or puts people down. An example of a stereotype is the sombrero-wearing peon or fiesta-loving Chicano or the macho bandito.
6. In the story: The problem that is faced by a minority person is solved by the good help of a person in power, or minority people seem unable to solve their own problems.
7. The relationships between people: If family members are having problems, are conditions such as the lack of a job, being poor, etc., cited as being among the reasons for the problems?

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*Adapted from 10 Quick Ways to Analyze Children's Books for Racism and Sexism, The Council on Interracial Books for Children, 1841 Broadway, NY.

CRITIQUE OF BAD BOY, GOOD BOY

Below are a few examples of bias that teachers may guide children to locate in the suggested story:

Illustration page: Man with sombrero, four children, lady with baby. Man and woman standing apart, stilted.

"They live in a tumble-down house in an alley in a pretty town in California."

"The mother and father still speak Spanish, so the children speak Spanish, too."

Page 1: "You tell your father he must punish Robert for stealing! If he isn't punished, he will grow up to be a bad man and go to jail!"

Page 8: "His mother never got angry the way his father did."

Page 9: "Roberto,". . .said his mother. "You mustn't get so angry! You are just like your father." ". . .I'm sorry I don't know how to cook". . . "I was only a young girl when I was married. . .and nobody ever showed me how."

Page 19: "Their father was so angry that he pushed their mother out of the house. 'You get out,' he stated. 'And, don't ever come back! You like that brother of Rosita better than you like me!'"

Other issues: White policeman tells father that he should send child to day care center and that he must take him there regularly.

Photographs show decrepit neighborhood.

Other children's books that are considered biased or stereotypical include:

- Bishop, Five Chinese Brothers
- DeLeeuw, Adele, John Henry: Steel-Drivin' Man

RE-TELLING STORIES AND COMPARING THE DIFFERENCES IN THE LIFESTYLES OF THREE BLACK FAMILIES*

Objectives:

- The children will learn the differences between the literal meaning and the interpretive meaning of a story.
- The children articulate some differences within one ethnic group by discovering information and comparing the life experiences of three Black families with regard to family structure, family activities, and family routines.

Focus: After reading or listening to a story, students tell the story in their own words to someone who has not heard it, or write their re-told story to send to a friend.

Materials:

- Cannon, Calvin, Kirt's New House (New York: Coward, McCann & Geoghegan, Inc., 1972)
- Lexau, Joan, Benjie (New York: Dial Press, 1964)
- Udry, Janice M., Mary Jo's Grandmother (Chicago: Whitman, 1970)
- Recorder (optional)
- Writing materials
- Tape

Procedure: Students choose one of the assigned stories.

Before they read, explain that they are to re-tell or write the story after reading, in their own words. To initiate the re-telling, you might just say, "Tell me everything you remember" or "Tell me the whole story in your own words."

Listen to all the student has to say. When each child has told all he or she remembers, you may wish to probe further, based on information already given ("You mentioned that Kirt's family was building a home. How did they do it?"). Or you may wish to encourage synthesizing and generalizing by asking for major ideas or themes ("What was the main idea or ideas in this story?").

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*The reading portion of this task originates in Y. Goodman and C. Burke, The Reading Miscue Inventory (New York: Macmillan, 1971). Adapted from JoEllyn Taylor, op. cit.

If the students do this task in writing, they either produce their own spontaneous re-telling, or they answer some general designated questions, such as those mentioned above. Such students will probably have completed oral re-tellings before they attempt written ones. You may also encourage students to use "invented logical spellings" to get their stories written, when they are unsure of conventional spelling. In this type of spelling, they are not penalized for inaccuracy.

Students unfamiliar with this task might be helped by practicing the re-telling of an actual experience or a TV short or movie, just to be clear about the task itself.

Once students have re-told the story orally in their own words or in print, the teacher makes two charts. One focuses on what the families did that were similar and the other on what the families did that were different. As students suggest items to add to the lists, the teacher asks them to verify their suggestions by locating statements in the book. In concluding, the teacher asks the students to sum up what they learned about these three Black families' structure, activities and routines.*

Methods of Decreasing/Increasing Difficulty:

K and 1 - These children will re-tell stories they listened to and picture book stories they looked at. This is an appropriate point to establish the idea that stories are read for the meaning they convey, and that the child's ideas and interpretations are worthy and important. Some of these oral re-tellings could even be written down by the teacher so that children can share them with other children.

2 and 3 - Many of these children will also prefer oral to written re-tellings, since they enjoy and need an attentive audience, which they get in the oral form. Where time and staff do not permit frequent individual re-tellings, you can 1) have a small group take turns contributing to one total re-telling and 2) conduct individual re-tellings primarily with those children lacking confidence in expressing themselves and with those needing experience in recalling and summarizing information.

Follow-Up: See language arts activity, p. 183, on comparing families in the classroom.

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*See Chapter III for a discussion of ways to help young children form generalizations.

COMPARING SCHOOL WAYS AND HOME WAYS

Objectives:

- Children interpret stories by constructing and reconstructing information read.
- Children compare the way things are done at school to the ways children of the Chippewa nation are reared. They also compare school ways to the ways things are done in their own homes.
- Children identify their feelings about ways things are done in the classroom and suggest changes that will increase their own comfort.

Focus: Children are introduced to some customs of the Chippewa nation.

Resources:

- Young, Biloine W. and Wilson, Mary, Jennie Redbird Finds Her Friends (USA: Independence Press, 1972) [Chippewa]
- Erdoes, Richard, The Sun Dance People: The Plains Indians, Their Past and Present (New York: Random House, 1972, pp. 56-58) [See excerpts on pp. 178-180]
- "Ojibwa, or Chippewa," in The New Encyclopaedia Britannica, Micropaedia VII (Chicago: Encyclopedia Britannica, 1981, p. 501)

Procedure: Ask students if they have ever been to a place or been in a situation where people did or said things in a way that is different than they are used to at home (i.e., in a foreign movie, at a restaurant, etc.). Encourage children to discuss these experiences, e.g.,

- Where were they?
- What was different?
- How did they feel?

Introduce the story, Jennie Redbird Finds Her Friends. Ask students to look for ways in which the new city and school are strange to Jennie.

Note: From the start of instruction, students need to be encouraged to *think* about what they are reading. This will take place before, during and after reading, but here the emphasis is on post-reading. Students are helped to draw upon their past experiences, their beliefs, traditions and their "common-sense" to interpret an author's message. At the same time, they are helped to see how peers who process the same information arrive at both similar and different interpretations.

Placing value on the reader's interpretation of the story draws the reader's attention quite consistently to meaning as opposed to the less important mechanics, while the student is reading. Even when readers' prior habits were otherwise, their total approach to print can be re-oriented in this way. The post-reading activity begins to shape the focus during the reading.*

Have the students discuss the story that they read, emphasizing:

- what they learned about the customs of the Chippewa Indians
- their own feelings about being in a strange new situation without friends and people who know you

Chart the similarities and differences between the home life Jennie was familiar with and her new experiences in the city and in the school.

Have the children become familiar with some traditions of the Chippewa nation. Invite an Indian spokesperson in to discuss the customs of the Ojibwa tribe, or visit a local museum. Have students read about and prepare wild rice; make a model dome-shaped wigwam; create artifacts (e.g., traditional dress, drums, etc.) and have a powwow.

Once the children have become familiar with some of the customs of the Chippewa tribe, have them read the Excerpts from "Growing Up" on p. 178. Ask students to imagine if a child who has this background comes into their own classroom, what might be comfortable for him or her and what might not be comfortable. Focus on such practices as

- eating in the school cafeteria
- getting along with students in class
- following classroom procedures and rules
- sitting in the classroom arranged as it is

As students make their predictions, encourage them to relate their own feelings about the issues being discussed, and guide them to discuss ways in which their own backgrounds or way of doing things at home is similar to or different from the school's ways.

Invite students to identify any practices that make them uncomfortable at school. Chart students' suggestions, concerns and recommendations made for a few changes that will increase their own comfort (i.e., should the room be arranged differently? Can students invite their parents or someone from their culture to school to introduce customs, traditions and artifacts that are familiar to them? Can the time for doing things be adjusted differently sometime? etc.).

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*From JoEllyn Taylor, op. cit.

Select two or more ways the school/classroom can be adapted to the ways of the students in the classroom.

Assessment: Do children gain in the ability to interpret a story in a way that is understood by peers and teachers?

Do children readily make connections between their personal lives and the actions of characters in stories?

Do children proudly share personal and family experiences that are related to stories read?

Follow-Up: Have students become aware that there are many diverse Indian tribes by learning about the traditions and customs of other tribes and the life experiences of Indian people today in urban and rural settings. Have students listen to the song, "We Are America's Children," by Ella Jenkins and sing the lyrics along with the record.

We Are Native American Tribes

We are Native American tribes
We are Native American tribes Zuni
We are Native American tribes Hopi
We are Native American tribes Apache
We are Native American tribes Ute
We are Native American tribes Cheyenne
We are Native American tribes Blackfoot
We are Native American tribes Nez Perce
We are Native American tribes Cree
We are Native American tribes Choctaw
We are Native American tribes Chippewa
We are Native American tribes Winnebago
We are Native American tribes Cherokee
We are Native American tribes Seminole
We are Native American tribes Sioux
We are Native American tribes Navajo

Excerpts From "Growing Up"

The Plains Indians had a saying that a man's most precious possession is not his horses, his weapons, or his fine tepee, but his children.

The birth of a child was always a joyous event. It was usually the grandmother who bathed and rubbed the baby down with warm buffalo cow fat. Small babies were often carried on their mother's back, enfolded within her blanket and warmed by her body. An infant spent most of its first year securely strapped to a cradleboard. Some dry and absorbent plants, such as certain mosses, were used for diapers. Preparing meals for her family, the mother frequently stopped and reached over her shoulder to stuff a particularly delicious morsel into her baby's mouth.

Indian children were quiet and well-behaved. They were seldom punished and never beaten or screamed at. They were asked to do something, not told. Children were never alone. They knew they were loved. Besides his own parents, there were always grandfathers and uncles to help bring up a boy, grandmothers and aunts to watch over a girl. With so many people concerned with his welfare, a child had no chance to become a "mamma's boy."

Children were encouraged to learn to walk, ride, and swim at an early age. They acquired knowledge and skills by trying to imitate those older than themselves. They had toys and played games. Many of their games trained them into their tribal roles. Little girls played [by] setting up little tents which their mothers had made and painted for them. Little boys pretended to be hunters bring home game, a tiny buffalo carved in wood or a toy elk made of skin stuffed with grass, which they used as a target for their children's bows.

At last the day came when a boy was ready to become a man. The Plains Indian was a vision seeker. Dreams and images, seen only in his mind's eye, were his way of communicating with the Great Spirit. To gain the vision which he needed to become a man, a boy faced an ordeal of loneliness, hunger, and thirst--trials which would test his bravery and courage.

Humbly he asked a strong and wise man, a relative if possible, to help him. First they prepared a sweat lodge. This was done with great care according to an age-old ritual. Every step had its symbolic meaning. Willow sticks were stuck in the ground and bent to form a small, circular hut. Nowadays quilted blankets are used [to cover the framework.]

At the entrance a sacred pipe was placed, its stem pointing upwards as a sign that the earth and heavens were now joined in harmony. The boy and his helper entered the hut and stripped to their breechcloths.

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*From Erdoes, Richard, The Sun Dance People: The Plains Indians, Their Past and Present (New York: Random House, 1972, pp. 56-68).

Outside, a number of large stones were heated in a blazing fire. One by one they were brought into the sweat lodge on a forked stick. The entrance was covered up and cold water was poured over the glowing stones. At once, the little hut was filled with hot, white steam, the "breath of life." The boy was given as much water as he could drink. As the sweat streamed from his pores, his body was cleansed of all impurities. Now he was prepared to receive his vision.

The boy remained on his lonely hilltop, stripped naked, without food or water, exposed to the sun and the cold of the night. As he grew faint with hunger, his body seemed strangely light and his mind opened to the voices and whisperings from above. In a state of half-wakefulness, he waited for his vision to come to him. Cut off from the everyday world, huddled in the vision pit, or cowering naked under a buffalo hide, surrounded by the velvet darkness of the night, the boy endured his lonely vigil. The cry of a straying animal or the rustling wind were the only sounds which penetrated the stillness about him.

Soon he lost all sense of time and space. How grateful he was if his helper came up once a day for a brief moment to hear how he was faring, saying "One day is already gone." His helper, who was wise and compassionate, listened carefully as the boy told him of his dreams. He would ask the boy about the animals he had seen or heard, because this was important. He would also help to interpret the dreams whose meaning were not always clear.

An Indian's initiation into manhood was a momentous event in his life. His vision gave him his adult name. If, for instance, he had dreamed about an elk, then "Elk" would be part of his name. A man could fast and seek dreams whenever he felt that his life was at a turning point. He could also change his name again, as a result of a memorable deed, but nothing could equal the impact of his first vision which made him a man. Nowadays, only a few full-blooded parents still cling to their ancient beliefs and send their sons to a lonely hill to seek a vision. This is done most often in a medicine man's family.

Girls were as important to their parents and to their tribe as the boys, but they did not have to undergo a lonely vigil without food or water in order to attain womanhood. When a girl became physically old enough to be a mother, her parents would announce a feast in her honor. They would give her new, beautiful clothes and other gifts. She would be paraded around the camp circle while her elder relatives made speeches about what a fine young woman she was. They would praise her skill in sewing and tanning. For a girl, coming of age was a proud moment.

Indian childhood was a happy childhood. Children were precious because the tribe was small and the life of the hunter full of danger. Each young life was very important and the love shown to the little ones reflected this importance. Today, Indian children are still treated with this kind of love, but the modern world has brought its own problems. Indian children, like all others, have to go to school. Teachers are mostly white. They do not speak the Indian languages and, from the point of view of the pupils, seem to come from a different world. Learning is not easy for a child who cannot understand his teacher. The schoolbooks, too, do not always make sense to young Indians. These books depict white families in suburban homes. They show daddy coming home from his office on the commuter train. The Indian child, living in an isolated cabin among lonely hills, cannot relate to this.

Some reservations are huge and sparsely populated. The government can't build schools for each tiny settlement with its small handful of children. So it builds a few huge boarding schools which must serve a number of areas and communities. This may be the practical thing to do, but it causes great hardship to the Indian children who are taken from their homes to a faraway school, where they have to face a new kind of life among strangers and have to manage for themselves without the help of parents and grown-up relatives.

A Cheyenne grandfather says: "They built this new boarding school over there. All glass and stone. Very modern, very beautiful, very expensive. But the kids in there! [They are unhappy.] They aren't used to being by themselves, without their families. They don't have enough love. Nobody understands."

Indian parents are not forever saying, "Don't touch, be careful!" They let the children discover, at the price of a little hurt, that they should stay away from fire and sharp things.

C. Activities That Combine Language Arts and Multicultural Learning

To help children develop competence at language arts, we have provided sample learning activities in this section that combine multicultural ideas with the following skills:

1. Oral language
   - pronouncing words p. 183
2. Written expression
   - using standard and non-standard creative forms p. 187
3. Listening
   - describing sounds p. 193
   - distinguishing dialect/language differences pp. 189, 191

Children will find that during cultural discussions, such oral language skills as using facts, events and ideas to make comparisons are essential tools for precise communication. If the subjects of these discussions are children's own culturally-related concerns and interests, language arts skills will come alive with meaning, as children use them to convey their ideas and feelings. To enrich students' understanding of cultural content, they will also need to master such oral language skills as observing, describing ideas, drawing conclusions and predicting outcomes, among other abilities. Thus, after using the sample activities that we have provided, you will probably want to include some of the following additional experiences when you combine cultural and language arts activities:

- Children use their own primary language to acquire new concepts.
- Children express in written form as well as orally, to convey their attitudes, feelings and thoughts about the cultural information being discovered.
- Children role-play the communication exchanges that occur in different cultures (e.g., greetings, non-verbal expressions, etc.)
- Children listen to and compare standard and non-standard dialects; they discuss the appropriate uses for each in their own community/school.
- Children learn labels for objects and words, phrases or expressions in foreign languages.
- Children write ideas, using the spoken forms that are comfortable for them. They learn to change their oral form to forms that can more easily be read by other people.

- Children listen to their peers express themselves about an issue, then paraphrase the idea expressed and share their own perspective.

- Children ask each other questions to elicit different points of view. They also research and share different cultural perspectives about situations and events.

INTERVIEWING FAMILY MEMBERS

Level - Second/Third Grade

Objectives: Children practice pronouncing words and writing words they hear while interviewing someone.

Children gather information about their own family's lifestyle to compare with other students in the classroom.

Resources:

- Brooks, Gwendolyn, "Beulah at Church" in *Bronzeville Boys and Girls* (New York: Harper & Row, 1956) p. 20 [Black American] (see p. 185)
- Giovanni, Nikki, "Knoxville, Tennessee" in *Ego-Tripping and Other Poems for Young People* (New York: Lawrence Hill & Co., 1973) p. 15 [Black American] (see p. 185)
- Sample "Letter to Parents"*
- Sample "Interview Questions"*

Procedure: After children have completed the activity, comparing the life styles of three Black families, read the poems, "Beulah at Church" and "Knoxville, Tennessee" to them. (See p. 185 of this Handbook.)

Have children discuss *how* the child in each poem experienced the activities described.

Then, tell the students that each will describe how he or she has experienced an activity. To do this, they will work with a partner. Each of them will ask the other questions (or they will interview each other). The person asking the questions must help the person answering be as clear as possible. And, the person talking must describe what he or she did so the other person can get a "picture" of the activity. Start the session by helping the students determine the kind of questions they will ask each other.

After the interview session is finished, have a few of the students share their experiences with the class.

Inform the students that now they will gather information from family members so they may discover ways that their own family is similar and different from other families in the classroom. Encourage the students to suggest the type of questions that they want to find answers to (see sample questions on p. 186).

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*Adapted from an activity developed by Bridget Brown, teacher, Washoe County School District, Nevada.

Have the students role play interviewing their family members and recording the responses. Send a letter home with the students so that parents will know why they are being questioned (see sample letter, p. 186).

When the students return with their responses, have them share and compare their responses.

Assessment: Observe children as they role play interviewing each other. Are words pronounced clearly? Is the interviewer capturing the interviewee's thoughts in print? Are the returned questionnaires clearly written? Do they make sense?

Note: Should some families choose not to be interviewed, invite those children to answer questions as they wish.

BEULAH AT CHURCH

(Gwendolyn Brooks)

You have to be just clean, you know,
You have to be just straight.
No door-screen dust upon your nose,
No rust from the iron gate.

No rust, either, from the fire-tongs,
With which you may like to play.
And you should not be loud at all,
Nor even very gay;

But only hold your song-book--so!--
With the big people closing you in,
And the organ-sound and the sermon
Washing you clean of sin.

I do not want to stay away.
I do not think I should.
Something there surprises me:
It feels good to be good.

KNOXVILLE, TENNESSEE

(Nikki Giovanni)

I always like summer
best
you can eat fresh corn
from daddy's garden
and okra
and greens
and cabbage
and lots of
barbecue
and buttermilk
and homemade ice-cream
at the church picnic
and listen to
gospel music
outside
at the church
homecoming
and go to the mountains with
your grandmother
and go barefooted
and be warm
all the time
not only when you go to bed
and sleep

SAMPLE LETTER TO PARENTS

May 18, 1981

Dear Parents,

We have been learning about ourselves and others. We have discussed similarities and differences between individuals. Now we are starting to learn about families. We are going to chart similarities and differences between the families in our class. Please take a few minutes tonight to fill out the questionnaire. Send it back to school tomorrow.

Thank you,

Mrs. Brown

SAMPLE INTERVIEW QUESTIONS

Family Name: ______________________________

1. What are some ways you and your family celebrate birthdays?
   ____
   ____

2. What are some things you do as a family on Saturday or Sunday?
   ____
   ____

3. What does the family do to exercise or play? ____________________
   ____
   ____

4. What kinds of activities does the family do inside? ______________
   ____
   ____

5. What kinds of activities does the family do outside? _____________
   ____
   ____

6. How many people are in the family? ____________________________

   What are their ages? ____

THANK YOU TO MEXICAN MUSEUM CONSULTANTS

Objectives: The child will

- Put into writing all the things he or she liked and disliked about the Mexican Museum consultants' visit
- Use a standard letter writing form to write a thank-you letter to the Mexican Museum staff for visiting the class.

Focus: The children will practice creative writing and learn the correct form of letter writing.

Materials:

- Chart paper to chart likes and dislikes
- Paper and pencils

Procedure: Set up a learning area where children can fill out a chart paper that indicates their likes and dislikes of aspects of the Mexican Museum consultants' visit to the classroom. Children record their ideas on the chart pad at some time during the school day.

With the total class or a small group, discuss letter headings, salutations, the body of the letter and the closing. Write an example of the correct form on the board.

Encourage children to discuss their likes and dislikes orally. Help them to determine the kind of ideas that they might choose to use in a letter. Let them know if any might not be appropriate and tell them why.

Have each child write a thank-you letter to the Mexican Museum staff telling them everything he or she enjoyed and thanking them for coming.

Assessment: Check to see if all the children used the correct form for letter writing and if they clearly expressed their thoughts and opinions.

LEARNING MORE SPANISH WORDS

Level - Second Grade

Objective: To increase children's knowledge of Spanish words and phrases.

Materials: Cards with the following words on them:

el techo	- roof	*el pupitre*	- desk
la chimenea	- chimney	*el lapiz*	- pencil
la puerta	- door	*el papel*	- paper
la ventana	- window	*el reglo*	- ruler
la mesa	- table	*el reloj*	- clock
la silla	- chair	*el vestido*	- dress
la lampara	- lamp	*los zapatos*	- shoes
la cama	- bed	*la camisa*	- shirt
el libro	- book	*los pantalones*	- pants

Procedure: Game 1: Children practice remembering the words by singing familiar songs and inserting Spanish words. The words to the songs are written on charts in whole phrases so that children see the words as they hear and sing them. For example, "Mary wore a red dress" is changed to "Mary wore un vestido rojo."

Game 2: In small groups of four or five, children place printed labels on objects (e.g., on a book, a desk, etc.) in the classroom when the word is called out in English. Then teams compete against each other to locate the correct object when the Spanish word is called out. The person whose turn it is must go to the object and retrieve the label. If that person is not successful, the other team gets to try. (Procedure is similar to a spelling bee, only two teams compete against each other.)

Assessment: The teacher may observe the children's success as they play Game 2 or he or she may give a written test.

Method for Increasing Difficulty:

Children can use the words to write or say complete sentences.

SPECIAL WORDS

Objectives: Children hear and appreciate Black dialect and slang phrases.

Children identify slang phrases they know from popular music or create phrases that can be used as slang.

Resources:

- Poem--"Motto," by Langston Hughes (see p. 192)
- Steptoe, John, My Special Best Words (New York: Viking Press, 1974)
- Recording--Sugarhill Gang, "Rapper's Delight" (Englewood Cliffs, N.J.: Sugar Hill Records, Ltd., 1980), or other popular recording

Note: Black English Dialect and Slang* Many Black Americans have maintained a way of speaking that is different than the language of the majority of Americans. The rules of the Standard English dialect grammar that is taught tend to make some people feel that dialects such as Black English are not correct or show ignorance. The people who speak the dialects understand each other and express themselves fully when they speak. Black English, sometimes called Ebonics, is structured just as other West African languages. Many Black Americans who live in ethnic enclaves, or those who choose to feel comfortable and at home when talking socially with friends, continue to use sentences and to pronounce words in ways that are consistent with Black English. Black English dialect is also enhanced by the innovative words, phrases and slang expressions continually developed by members of the group. Some phrases come into the language from popular music (e.g., up-tight, outa-sight, or right-on!). Some have long been a part of Black heritage transmitted through stories, tales, jokes, metaphors, similes or comparisons [like white on rice (permanence), ugly hugs to monkeys (tenacity)]. Some expressions rhyme and some can be made up on the spot, like Muhammed Ali's, when he makes up poems about his opponents to entertain the public. All of these add zest and character to the language. Many expressions that have become common to Americans of all races and ages were started by Black Americans. Adjectives such as boss, cool, or heavy have at times been popular, especially with young people.

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*Adapted from Lasarte, Patricia et al., A Tapestry of Cultures: An Interdisciplinary Approach to Multicultural Education (Berkeley, CA: Berkeley Unified School District, 1977).

Procedure: Have students read stories which are written in Black dialect, such as My Special Best Words, or view films and listen to recordings. After students discuss the ideas in the story, ask them to talk about the way the words and phrases sound to them. What do they hear?

Help students hear the differences between the way words are pronounced or used in Black dialect and the way words may be used at school by teachers or newscasters on television.

Explain to students that Black dialect is a way of speaking that many Black Americans use. Also, that many Black writers write in dialect as well as "Standard" English.

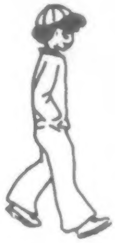
Read the poem, "Motto," by Langston Hughes (see below). Ask students to tell you what they think it means. Ask students to list some of their favorite expressions (such as "What's up homey?" "That's a mean ride," "Those are some laid threads") and investigate their origins.

Ask students to compile a dictionary of popular expressions; to illustrate a "colorful" expression; and to create their own expressions.

Assessment: Students display positive attitudes about the use of Black dialect.

Students can distinguish Black dialect phrases and/or slang expressions from Standard English dialect.

Follow-Up: Read and discuss information about poet Langston Hughes--Walker, Alice, Langston Hughes, American Poet (New York: Thomas Y. Crowell Co., 1974).



MOTTO BY LANGSTON HUGHES

I PLAY IT COOL
AND DIG ALL JIVE
THAT'S THE REASON
I STAY ALIVE.

MY MOTTO
AS I LIVE AND LEARN
IS:
DIG AND BE DUG
IN RETURN.

A CULTURAL CONTRIBUTOR AND HIS CONTRIBUTION

Objectives: Children describe how music makes them feel or what they visualize by using their listening skills and imagination.

Children discover information about the life of Leonard Bernstein and some facts about Jewish customs.

Resources:

- Bernstein, Leonard, with the New York Philharmonic, "The Carnival of the Animals," Columbia Masterworks
- Cone, Molly, Leonard Bernstein (New York: Thomas Y. Crowell Co., 1973) [Jewish American]

Procedure: Ask the students to describe the type of music that they enjoy listening to. Invite them to bring in recordings that they like.

Ask them to discuss what they think about and feel when they listen to music. Indicate that some music makes us feel sad or happy, other music makes us want to move and dance, while still other kinds of music make us think about scenes.

Ask the students to listen to one or two tracks of the Leonard Bernstein album. Then, have them discuss what came to their minds while listening. Tell them the title of one of the tracks (e.g., L'Elephants), and ask them to imagine that they see the animals. Ask children to draw or write a statement about what they felt or visualized as they listened to the piece.

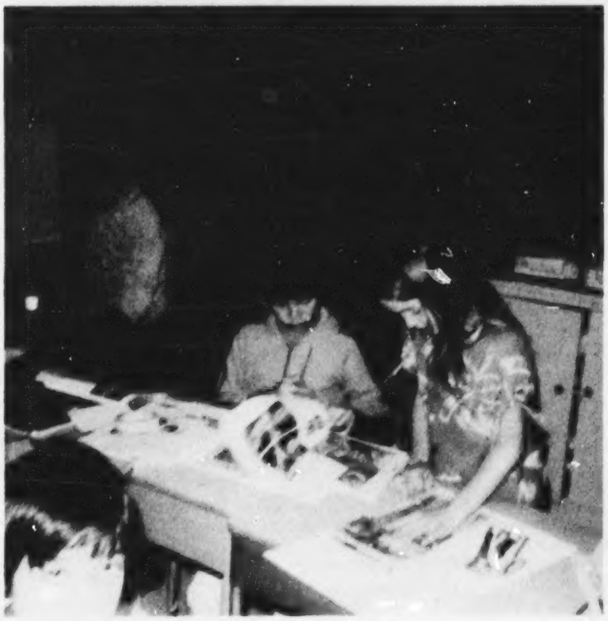
Introduce the students to the life of Leonard Bernstein by reading the story. Encourage them to discuss his life and contributions to the world of music and to children's enjoyment of it.

Ask the children what they know about two words contained in the story (e.g., rabbi and Hebrew). Have the students research information about what the words mean and relate them to similar aspects of their own cultures.

Assessment: Children can use phrases to describe what they feel and visualize.

Children know information about Leonard Bernstein's contributions to music and the ethnic group to which he belongs.

Follow-Up: Ask children to scan magazines and newspaper articles for other well-known people of different ethnic groups. Have them research and report on the nature of the contribution of these people to their own and to the American culture.



Children scan magazines for photographs of well-known people who have made contributions to our American culture.

D. Activities That Combine Mathematics and Multicultural Learning

The activities in this section focus upon combining multicultural content with the following mathematical skills:

1. Numeration and place value
   - counting p. 197
2. Computation
   - addition, subtraction p. 199
3. Problem solving
   - measuring, telling time and making change p. 203
4. Geometry
   - graphs p. 201

Most people recognize that reading and language arts skills can easily be taught in a multicultural context but view mathematics and science as disciplines that are culture-free. Thus, it may initially seem odd to combine mathematics with a cultural curriculum. We take the perspective, though, that math is another language that also uses symbols to communicate ideas and describe events and experiences. When a curriculum is expanded so that children have the opportunity to use computational skills as tools to delineate and express patterns, relationships and ideas, math has more meaning and learners are challenged to become more literate in math so that they can find precise answers to ethnic/cultural questions that concern them personally. In fact, children who have had experience in developing such logical reasoning skills as perceiving patterns or classifying and sorting objects may have an easier time grouping ideas to formulate concepts than those who have not had this foundation. Some of the activities that readily combine mathematics and multicultural learning include:

- Children learning to count in different languages
- Cultural games used to help children master and apply mathematical skills
- Children budgeting for and purchasing items so that they can cook ethnic foods
- Children making and interpreting graphs that compare differences in individual and group attributes and characteristics
- Children creating and/or solving word problems that have cultural content/situations

NUMERALS WRITTEN IN SPANISH*

Level - Second Grade

Objectives: To help the child to:

- Learn to recognize the written numbers one to ten and the basic colors in Spanish.
- Be able to pronounce the above-mentioned words in Spanish.

Focus: Children will repeat the Spanish words orally and read them from flashcards.

Resources:

- Flashcards with numerals written in Spanish
- The Mexican children in the classroom

Procedure: Introduce the written English and the corresponding Spanish numbers, one at a time, with flashcards.

Ask the Mexican children to pronounce the numbers and the class repeats after them. Everyone memorizes the numbers one to ten, with the help of the Mexican children.

Set up a learning center where the children can work at matching the English and Spanish written numbers by playing Concentration (see the Description of the Experience below).

Hold up a card with a Spanish number written on it. Ask the children to read the word and then put up the correct number of fingers. This way you can see which children actually know the numbers.

Give the children worksheets on which they can match the English and Spanish words.

After the children master the numbers, follow the same type of procedure for the basic colors.

---

*Developed by Bridget Brown, teacher, Washoe County School District, Nevada.

Integration: The child can relate the language to his or her friends' culture (Mexico) and better understand the difficulties that his or her Spanish-speaking friends might have in learning a whole new language.

Assessment: During the game, ask the children to hold up the correct number of fingers to match the number called "one" in Spanish.

See whether the worksheets match English and Spanish words correctly.

During the Concentration game, watch and see who really knows the pairs.

Use a written test at the end of the Mexico unit (see p. 212 of this chapter for suggestions).

Description of the Experience:

I began the set of activities by telling my 20 second-graders that we would be studying Mexico and learning lots of different things about Mexico. I asked if they knew anyone from Mexico, and most children said no. Marta said she is from Mexico and she named the rest of the children in our class that were also from Mexico (four more). I then asked if they knew the language the people of Mexico speak, and Maria answered, "Mexican?" I then told the children the correct name is Spanish and that we were going to learn to speak some Spanish also.

I showed the children the flashcards that I had made earlier. We read the numbers from one to ten out loud both in Spanish and English. I had Marta and Gustavo say the numbers one to ten in Spanish. I then asked for other volunteers. Tammy said she knew how to count, so she rattled off the numbers, mispronouncing most of them. Marta then pronounced each number carefully, and the class repeated. This was all done the first day.

Every day after that, when we had a few minutes, we would sit on the rug and read the flashcards--Spanish and English mixed together--orally. We played a game where I would hold up a Spanish flashcard and the children would put up the correct number of fingers. I found at first that the class would always check to see what Marta and Gustavo had put up. After a few days of going over the flashcards, the class could tell what the number was without any help.

I had a center set up for playing Concentration with the flashcards. They had to match the English to the Spanish. Ignacio, who is very quiet and can't really read too much, kept calling out what the Spanish numbers meant whenever anyone was playing, even though he was at a different center. Being able to excel in this really helped his self-concept. He started talking more and volunteering information about Mexico whenever we were talking about it.

After one week of learning the numbers, we started on the colors. Red, blue, yellow, green, orange, purple, black and white were the colors they learned. Marta, Gustavo and Ignacio helped us to correctly pronounce the colors. Orange (anaranjado), seemed to give us the most trouble. The children learned a little bit about the problems of speaking a foreign language, and they sympathized with the non-English speakers in our classroom.

The colors were learned in the same manner as the numbers. Whenever I called a table of children to line up, I would say that number in Spanish. When the colors were being learned, I said, "Anyone wearing verde can line up." This really motivated the children to learn the colors quickly so they wouldn't be the last to line up.

At the end of two weeks I gave the children a test to match the colors and numbers correctly. They did a good job on this. At the conclusion of the whole Mexican unit, I gave a test on all that they had learned. On one part they had to write five Spanish words that they knew. Almost everyone wrote five words, but the spelling was atrocious! Even though most couldn't spell the words correctly, my objectives were met. The children could pronounce all the numbers and colors and recognize them in written form.

The most successful part of the whole process of learning Spanish was getting the Mexican children to share and be proud of their culture and language.

Methods for Increasing Difficulty:*

Students create counting or word problem tasks such as:

(1) diez
-cinco
?

(2) dos x cuatro = ?

They exchange the problems with a teammate and work out problems created by their teammate.

Provide an opportunity for children to learn the words for numerals 11 to 30 in Spanish and/or create computation problems using the numerals.

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*Adapted from an activity developed by Carolyn Fisher, teacher, Fresno Unified School District, California.

GRAPHING THINGS WE FEAR*

Level - Third Grade

Math Objective: Children compare things they fear by organizing data and making a symbolic graph comparing four or more groups of fears.

Cultural Objective: Children formulate concepts and generalizations about things they fear.

Focus: Making and interpreting graphs.

Materials:

- Lyle, Isabella, Fear (about life of Mexican children)
- Chart pad
- Construction paper

Time: This activity will take two or three 40-minute periods to complete.

Procedure: This is a follow-up for the Mexican Jaguar mask-making activity (see section A of this chapter).

Students should have already discussed the fears and beliefs of pre-Hispanic people in Mexico as well as things that frighten them, what they do about their fears and the symbols used in their homes that their parents feel protect their homes.

The teacher reads the children the book entitled Fear, by Isabella Lyle. This story involves two young Spanish boys in Mexico who had a fear of animals.

After listening to the story, the students are asked to list three stimuli that produce a fear response in themselves or others.

The teacher states, "Let's see which kinds of things we fear most and least." With some guidance, children then classify the list by formulating concepts (i.e., they group and label the items--such as spooky things, insects, etc.).

---

*Adapted from an activity developed by Dianne Longson, teacher, Washoe County School District, Nevada.

Children identify a symbol to represent each group (e.g., Inanimate Objects = X, Animals and Insects = A).

The symbols are placed on a chart paper graph. Then each child places his or her initials on three stimuli.

The students analyze the graph by answering the following questions:*

Which column has the least?
Which column has the most?
Are there more _____ or more _____?
How many _____ are there?
How many items do we fear all together?
Are any columns the same?

The students are asked to conclude the lesson by responding to the question, "What can we say about people and fears?"

Assessment: Children orally participate in responses to the questions listed. After several experiences, they can answer questions that indicate their ability to compare relationships depicted on a graph.

Method for Decreasing Difficulty:

Children list only one thing they fear. The graph is made with pictures (such as a lightning bolt to represent nature and a stick figure to represent people), and children are encouraged to compare fewer groups.

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*For more information on graphing, see Baratta-Lorton, Mary, Mathematics Their Way (Menlo Park, CA: Addison-Wesley, 1976) p. 142.

ETHNIC COOKING

Level - Second to Third Grade

Objectives: Children practice using their math problem-solving abilities including making change, measuring and telling time by purchasing and preparing ethnic foods.

Children gather information about the beliefs, values and living circumstances that relate to ethnic food customs of Black, Indian, Mexican and Filipino Americans.

Resources:

- Ingredients for the recipe selected

p. 206	Black American: Sweet Potato Pie, Quick Grits, Hot Water Cornbread
p. 208	Filipino: Banana Fritters, Spring Rolls
p. 205	Mexican: Guacamole
p. 207	Indian: Dried Beef Jerky, Harvest Stew, Squaw Bread

- Recipes written in rebus symbols and otherwise

Procedure: Prior to the cooking experiences, ask students to research information about the food customs of the specific ethnic group being studied. Students may report on the sources of food, tools used to prepare the food, method of food preparation and the traditional tools and processes for eating the food.

Introduce children to the appropriate abbreviations and tools for measuring liquid and dry ingredients.

Ask the children to plan grocery lists and provide an opportunity for them to purchase ingredients. Then, provide options for them to prepare dishes in individual and small groups so that they may practice their skill in working cooperatively and independently. Also, make recipes available which are written for readers and limited readers (see the examples of two versions of the Guacamole recipe on p. 205).

Review recipe instructions with the children prior to the preparation. You may choose to demonstrate procedures for some children.

Encourage the children to prepare the food without the teacher's help. Use the preparation period as a time for you to observe their use of their skills in counting, measuring and following directions.

Integration: Children taste food and compare flavors to the dishes they eat at home.

Assessment: Children are able to apply their math problem-solving skills as demonstrated by the successful results of their dishes--"the proof of the puddin' is in the eatin'!"

Children can express facts about the sources of food and beliefs related to each culture.

Making Guacamole

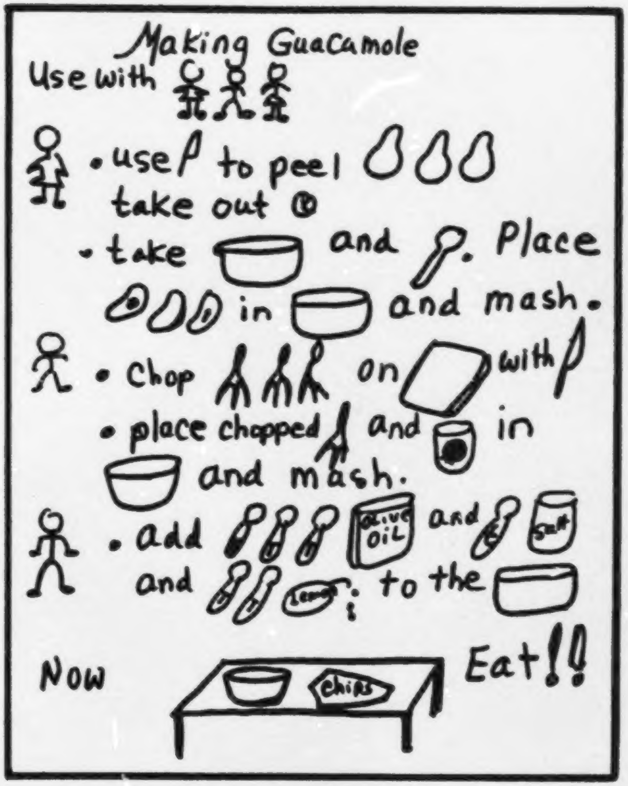
Use with three people

Person One
- Use a knife to peel three avocados. Take out the pit.
- Place the avocados in a bowl. Use a spoon to mash the avocados.

Person two
- Chop 3 green onions on a chopping board. Use a knife.
- place the chopped onions and one can of mashed tomatoes in the bowl. mash these items with the avocados.

Person three
- add three Tbl. olive oil and one t salt and 2 Tbl lemon juice to the bowl.

Now: all sit together and enjoy eating the guacamole with tortilla chips.


Making Guacamole
Use with
• use to peel
take out
• take and . Place
in and mash.
• Chop on with
• place chopped and in
and mash.
• add and
Olive Oil
Salt
and ; to the
Lemon
Now
Chips
Eat!!

(Black American)

SWEET POTATO PIE

1½ lbs. sweet potatoes (or 2 large ones)
2 cups sugar
¼ lb. butter
2 tsp. vanilla
1 tsp. cinnamon
½ tsp. nutmeg
4 slightly beaten eggs

Boil sweet potatoes in jackets until tender. Drain. Remove skin and mash with butter. Combine sugar, vanilla, cinnamon, nutmeg and eggs. Beat for five minutes.

Bake in moderate oven (350°) 45 minutes, or until knife inserted in center comes out clean. Makes one 9" pie.

QUICK GRITS

Slowly stir 1 cup Albers Quick Grits into 6 cups of boiling salted water (1 tsp. salt).

Reduce heat to low. Cover pan and cook 4 to 5 minutes, stirring occasionally. Makes 6 to 8 servings.

Serve at breakfast as a cereal with milk and sugar; or at lunch or dinner with salt, pepper and butter or gravy.

HOT WATER CORNBREAD

2 cups cornmeal	1 cup boiling water
3/4 cup flour	1 pan very cold water
1 heaping tsp. baking powder	2 tbls. cooking oil, butter or bacon drippings
1 tsp. salt	

Mix dry ingredients well, but do not beat or whip. Pour 1 cup boiling water over the above and stir in until batter is well mixed and stiff.

Dip hands into pan of very cold water and break off enough batter to shape into small patty (about 5" in diameter) and plop into hot oil. Brown on one side, then the other.

(Indian)

DRIED BEEF JERKY

3 lbs. flank steak
1 tsp. garlic salt
1 tbls. pepper
½ tsp. MSG
1 tbls. salt
1/3 cup Worchestershire sauce
1/4 cup soy sauce

Cut meat in 1-inch strips. Marinate in spices at least 24 hours.

Place meat on cooking rack which is resting on a baking sheet or heavy foil. Place in oven with lowest heat possible. In a gas oven use just the pilot light. In an electric oven: 100°

Leave for 2 or 3 days, or until thoroughly dry and pliable.

HARVEST STEW

Have each student bring one of the following vegetables to class:

Green beans
Potato
Celery
Turnips
Squash
Rutabaga
Onion
Corn
Carrot
Cabbage

Prepare the vegetables by washing them and cutting them into bite-size pieces. Put prepared vegetables in a large stew pot.

Barely cover them with water, and season with salt, lemon, pepper, and 1 tsp. sugar. Simmer until tender.

Add a tbls. of butter or margarine. Serve in cups with juice included.

SQUAW BREAD

2 cups flour
1 tsp. salt
4 tsp. baking powder
Warm water to make dough
Cooking fat for deep frying

Mix dry ingredients together. Add just enough water to make dough the consistency of biscuit dough. Roll out on lightly floured board.

Cut into small half-moon shapes or circles. Drop into deep, hot fat (360°) and cook until brown all over. Drain on absorbent paper and serve hot.

Sweet Squaw Bread is made by making a glaze of sugar, water and maple flavoring and pouring it over hot bread.

(Philippines)

BANANA FRITTERS

(Maruya)

2 ripe bananas
1 cup of biscuit mix
1/3 cup water
2 tbls. sugar
4 tbls. milk
1 beaten egg

Add the milk, water and egg to the dry ingredients and mix until the batter is smooth.

Peel the bananas and slice lengthwise. Roll in flour, dip in the batter and fry in deep fat, brown evenly.

Drain on paper towels. Serve with powdered sugar if desired.

SPRING ROLLS

(Lumpia)

1 bag of mixed vegetables
1 bag french cut beans
1 lb. ground lean pork
½ lb. shrimp
1½ whole onions, minced
50 pieces of egg roll wrapper

Brown garlic in 1 tbls. of shortening. Add minced onion, ground pork and shrimp.

When meat is half done, mix in strained mixed vegetables. Simmer for 2 minutes. Season to taste with salt and soy sauce.

Add french cut beans. Mix and set aside to cool. Spread a piece of egg roll wrapper on a plate. Wrap 2 tbls. of the mixture in egg roll. Deep fry until golden brown.

E. Activities to Assess Children's Growth and/or Help Them Integrate New Information

The children will be able to make the learning activities personally meaningful if they have the opportunity to relate them to their own personal experiences and to other ideas that are familiar to them. They will also assimilate the experiences more fully if they are encouraged to express their feelings and thoughts about them. As the teacher conceives learning activities, he or she will undoubtedly think of ways to explicitly help children integrate them and in this way learn how to learn. Teachers will also want to know the extent to which children are mastering the academic skills. Although not all activities require special assessment and integration, we recommend that teachers should plan activities that measure children's progress several times during the week.

The examples of assessment activities in this handbook all focus on paper-and-pencil measures. Some of the methods we recommend include:

1. Assessing comprehension
    - cloze paragraph p. 211
2. Recalling facts
    - fill-in test p. 212
3. Integrating an experience
    - write-in p. 212
4. Assessing comprehension
    - multiple choice and fill-in p. 213

In addition to these methods, we suggest that *observing* children as they spontaneously perform a skill or express their understanding is most appropriate. For example, as children cook, they demonstrate their ability to read fractions. Also, children who do not perform best with a paper-and-pencil test (i.e., are not as adept at visual and tactile modes as they may be at aural, oral or other modes) may be more successful expressing their abilities in other ways, such as orally.

ASSESSING LEARNERS' COMPREHENSION

"Why Pre-Hispanic People of Mexico Wear Masks"

Level - Third Grade

Directions: After children have read and discussed the story (see p. 154), their understanding of it may be assessed as you watch them work individually or in teams to fill in the blanks.

The earliest people of the __________ began to use masks because of the __________ life they led. They lived in __________ of earthquakes, floods, lightning and __________ animals. They did not know the __________ reasons for these happenings so they were __________. Because of the strength and power of these things, they __________ that there were great spirits or __________ that controlled nature. As a result of these feelings, people invented the __________. They began to believe that the __________ of a mask provided them with a __________ way of transforming themselves into a __________ or god and with a way of being able to __________ with the spirits and gods that controlled __________.

Assessment: The student's effort is assessed as correct if the word supplied creates an accurate thought. It is not necessary for children to include the exact word from the story.

Methods for Decreasing Difficulty:

Teacher develops three to five sentences based on the story above and omits one or two key words from each sentence. Two examples are listed below:

Long ago people wore __________ because they lived a difficult life.

People were afraid of the __________. They used the masks to help them feel closer to __________.

TEST: UNIT ON MEXICO*

Level - Second Grade

Directions: Children fill in the blanks.

1. Mexico lies __________ of the United States.
2. People speak the __________ language in Mexico.
3. Why did the Mexican people wear masks?

   ____

   ____
4. Name someone you know from Mexico. ________________________
5. What is pottery made out of? ________________________
6. What do the Mexican children break at Christmas time and at parties?

   ____
7. List five Spanish words that you know.

   ______________ ______________ ______________

   ______________ ______________
8. What colors are on the Mexican flag?

   ______________ ______________ ______________
9. Name one kind of Mexican food. ________________________
10. What picture is in the middle of the flag? ________________

* *

This is a test requiring students to recall facts. The level of difficulty can be increased by asking students higher-level questions, e.g.,

understanding of a concept: Provide two examples and two non-examples of a Mexican artifact.

making a comparison: In what way is the Mexican flag similar to and different from the flag of our state (or the United States)?

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*Developed by Bridget Brown, teacher, Washoe County School District, Nevada.

Name ________________

Date ________________

INTEGRATING AN ACTIVITY: "MAKING GUACAMOLE"

Level - Kindergarten to First Grade

1. I learned the following ideas about guacamole:

2. One thing I like or don't like about guacamole:

3. I found measuring easy _____

   hard _____

Name ______________________________

Date ______________________________

INTEGRATING AN ACTIVITY: "MAKING GUACAMOLE"

Level - Second Grade

1. I learned the following ideas about guacamole:

2. List three ingredients that you had to double:

Ingredients	First Amount	Doubled Amount
______________	______________	______________
______________	______________	______________
______________	______________	______________

3. Write the math problems that show the method you used to double the ingredients.

4. How do you feel about making guacamole?

Name ______________________________

Date ______________________________

TEST: "I CAN MEASURE!"

Level - Second Grade:

1. To make hot chocolate, a recipe says you must use 2 tbls. chocolate. You will measure with

   a. a teaspoon
   b. a tablespoon
   c. a cup

2. To make a frosting you need eight ounces of sugar. You have a large bag of sugar. You will need to measure:

   a. three 4-oz. cups
   b. two 8-oz. cups
   c. one 8-oz. cup

Level - Third Grade:

3. A recipe says: 1 C. flour
   2 t. salt
   3 T. sugar

   To double the recipe you need:

   a. 2 C. flour
   4 t. salt
   6 T. sugar

   b. 3 C. flour
   1 t. salt
   1 t. sugar

   c. 1 C. flour
   1 T. salt
   3 T. sugar

4. To get my answer in no. 3 I had to:

   a. add
   b. subtract
   c. multiply
   d. divide

   In the box below, show how you got your answer for no. 3.

VI. ACTIVITIES PARENTS PARTICIPATE IN AT SCHOOL AND PROVIDE AT HOME

Parents and other caretakers are the primary teachers of young children. Even when children begin school, parents continue to impart their beliefs, attitudes and knowledge by example as well as through more direct instruction. For this reason, parents have certain educational rights as well as responsibilities. Parents can actively involve themselves in their children's education by helping to ensure that the school expands children's understanding of their own and other cultures and that the children's world view is used as the basis for their learning. At the same time, parents can work on specific multicultural/academic learning activities with children at home and in the community. On the following pages, parents' rights and responsibilities are described, as are some learning activities that parents have found effective in teaching their children multicultural information and academic skills.

A. Parental Rights and Responsibilities

Parents have a right to expect administrators and teachers to provide an educational approach that will guide children to learn to think and reason, to develop academic abilities and understanding, to maintain good feelings about themselves and their own cultural group and to respect and work with other cultural groups. They can also reasonably expect school staff to provide regular reports on their child's academic, social and personal progress, so that the child's strengths and needs are identified.

Parents have the responsibility to try to understand what the teacher's objectives are for their child. Parents can then decide whether the educational program is in agreement with their beliefs about "good" learning experiences and outcomes. The parent can also take the initiative in seeing whether the learning program is going well by participating in classroom meetings and conferences with the teacher. Finally, parents have the responsibility to work with their own children at home on learning activities and to encourage children to study, do homework and get "turned on" to learning.

Parents can influence school policy by serving on School Board standing committees, particularly in the areas of long-range planning, curriculum, budget and discipline or by serving as a School Board member. The parent can also affect decision-making by attending School Board meetings and speaking or writing letters to local, state and federal officials and newspapers stating parents' position and opinions. In addition, parents can actively support school budgets, bond issues and school programs in both formal and informal ways or actively support teachers' educational efforts and work constructively for change where needed.

The parent who wants to function as a child-advocate can assure that children learn effectively by making requests for evaluations and/or services for the child as needed or making requests for the child's placement in a particular school or classroom. The parent may also choose to help establish goals and expectations for the child's progress. If the teacher suggests that additional experience or enrichment might be needed at home, the parent can also utilize books and games that come from a parent/child learning center or other such facility to give home assistance to the child.

Parents who have the time and interest may also choose other methods of becoming directly involved in their child's learning. They may become a paid classroom aide (teacher assistant) or a volunteer; attend parent meetings and parent/staff conferences; or participate in classroom/school activities as a resource leader. At times, their willingness to act as resource people may mean that they give presentations in the classroom about their own culture and background. At other times, they may want to be involved as learners by participating in discussion sessions about educational issues, attending workshops or seminars on parenting skills and/or involving themselves in training programs that develop skills needed for decision-making and educational advocacy.

Parents and other members of the children's cultural groups may volunteer in the classroom or work as paid aides.

B. Activities Parents Can Provide

Some parents consciously provide many learning activities with their children at home and in the neighborhood. For example, as some watch television with their children, they ask questions to discover what the children understood about the show or how they relate the message to their own lives. Others play learning games with the children as they eat dinner or walk/drive to and from the grocery store. Still other parents help their children with homework or take family excursions to the local park, museum, science center, etc. Parents who already arrange these activities and those who would like to can use the Responsive Multicultural Basic Skills Approach to expand these activities into multicultural experiences. As children develop their skills in this more informal home setting, these activities will thus help them increase their understanding about who they are as individuals, as part of a family and as members of an ethnic/cultural group, while they also learn to value people from other groups.

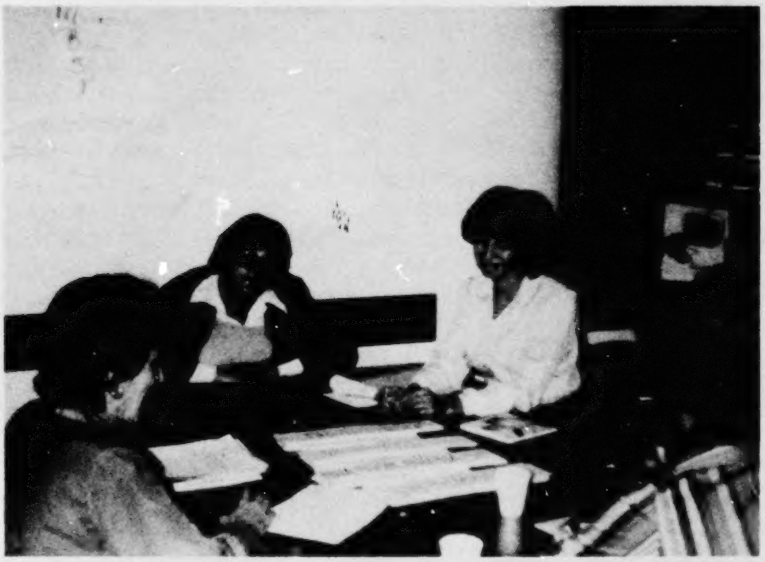
As the parents who participated in the Responsive Multicultural Basic Skills (RMBS) project worked on developing activities that combined academic skills with information designed to aid them in understanding more about their own cultural groups and other groups, we noted several trends. These included:

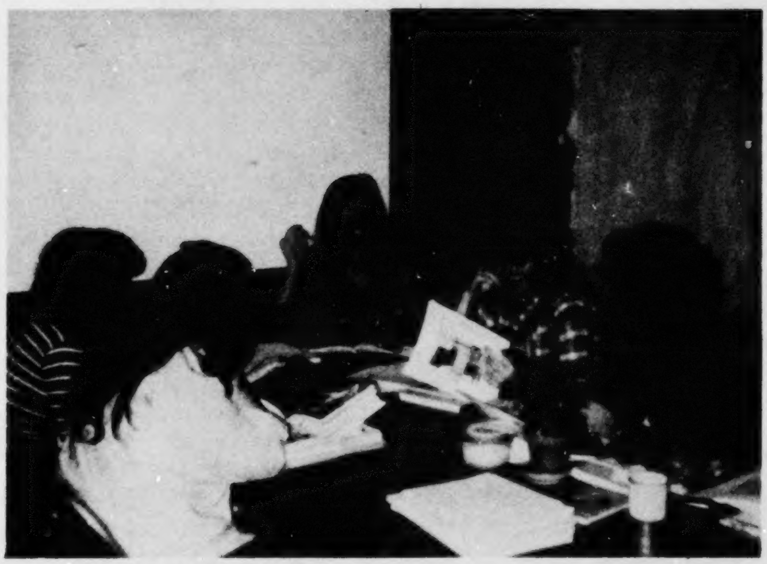
- Parents wanted the children to "enjoy" the activities as well as learn a lot.

- The parents maintained an informal atmosphere as they provided the activities, even though they had received inservice training along with the teachers in the RMBS project and therefore had an opportunity to practice the teaching methodology that had been designed for the classroom. The parents discovered that they could ask open-ended questions and engage children in comparative study, problem solving and similar efforts by using their own personal style. They also found that when the activities became too structured or formal, the children seemed to lose interest or wander away. Underlying the total effort was the assumption that the children should not feel coerced into being involved in these experiences.

- All children in the family were encouraged to participate in the projects. Although each parent planned the experiences so that they were appropriate for the primary school-aged child, it was quite usual for even teenagers to get caught up in the spirit of some of the activities.

- The experiences that parents in the program and their children participated in were varied. Some were designed to teach children about their own family traditions, culture and ethnic group; others were developed to enable children to get to know and understand people in the neighborhood or community who were different from their own family and ethnic group. All the activities, however, incorporated ways in which the children might consciously increase their competence at the basic academic skills.





After parents participate in inservice training, they become familiar with ways to help their children learn about their own culture as they practice and apply academic skills at home.

1. *Helping children to know more about their own family and cultural backgrounds*

Susan Amberg, a parent from Fresno, California, describes her family's experience in taking down an oral history that encouraged her children to listen, raise questions, recall and write about what they had heard.

> I took the kids over to my grandmother's house to visit her. They asked grandmother all sorts of questions and I was surprised that they sat still and listened to what she had to say. They asked questions about what the place looked like that she lived in, and what Portugal was really like. She left them with such a picture, like a painted picture--it was something that they could really visualize. They asked her: What kind of job did she do? How old was she when she came here to the United States? What was her work here in the United States? What kind of clothes did she wear? What kind of food did they eat? What did my great-grandmother cook on? What did they live in? She kept going on and on and then they'd say: Grandma, tell us about this, and then she would go on about that. It was interesting. I was surprised, I was just sitting there, WOW!
>
> *Our Great Grandmother Stella Souza came over from Portugal in the year 1910. She came over on a boat with her mother, her sister and brother. Her Uncle, Aunt and two children came too. In Portugal she was from a place called the Azores. Great Grandma said it was very green and very beautiful there. She lived on the land owned by my Great Great Great Grandfather. All her Mom's sisters and brothers lived on the land owned by her Mom's parents. Their houses were made of stones and they had wood floors. Great Grandmother says she never wore shoes, even when it rained, it was a warm rain not cold and windy. My Great Great Grandfather died at the age of 33 of pneumonia; that is when Great Great Grandmother decided to come to the United States.*

Bev Webber, a parent in Reno, Nevada, describes the activity she used with her children to help them learn about their own culture.

> I wanted my children, Gary and Lorraine, to have a little sense of their own ethnic heritage--where their families came from--because they really weren't aware of that. As I said, I didn't know until a year ago myself about my mother's side of the family. I think that giving them a sense of where they came from is a very important part of me. I will never be a "Roots" person, but it is kind of nice to have that sense that you came from somewhere and are going somewhere.

So, Bev devised the following activity:

COOKING THE FOODS OF YOUR ETHNIC HERITAGE

Objectives: Children will learn more about their own culture. Children will practice reading and following directions. Children will practice math (measuring) skills in order to prepare recipes.

Materials:
- The Complete Around The World Meat Cookbook (Myra Waldo)
- The New Better Homes and Gardens Cookbook

Procedure: Children and parent discuss their national origin and select appropriate recipes.

Integration: Child is able to discuss his or her own national origin, can talk about food preparation and can compare this dish with similar ones from other countries.

Description of the Experience:

My son, daughter and I talked about the countries of our ancestry (France, Norway, Holland, Scotland and the U.S.--i.e., the America of Native Americans). The children asked "Where is Scotland anyway?" and I told them as much as I could about which Indian nation we came from (Choctaw). We looked at the map in the encyclopedia to find out where Scotland is.

Gary looked through the Meat Cookbook and chose a Dutch recipe, "Biefballetjes" (Dutch meat croquettes).

Biefballetjes

1-1/2 lbs. ground beef
1 cup cooked rice
3 slices crisp bacon, crumbled
1 tsp. salt
1/2 tsp. pepper
2 tsp. paprika
1 tsp. grated lemon rind
2 eggs, beaten
3 tbsp. butter
1/2 cup sour cream

Mix together beef, rice, bacon, paprika, lemon rind and eggs. Shape into 1-inch balls and flatten slightly. Melt butter in pan, brown croquettes on both sides. Transfer croquettes to warm serving dish. Stir the sour cream into the skillet, scraping the bottom of browned particles. Heat but do not overcook. Pour over croquettes. Serves 4-6.

Gary chose to cook Dutch meat croquettes because some of his family came to the U.S. from Holland.

Gary read his recipe, collected the ingredients, found another recipe that told him how to prepare rice, did so, then prepared the croquettes, measuring according to the directions. He also had to compare the sizes of the meatballs before cooking. He was very excited about our project. "I like to cook." "Do I have to use cooked rice?" "Why can't I put it (rice) in plain?" "Because it won't have time to cook and we'd have crunchy rice." "Oh, ok." "I love sour cream." And finally the taste test. "Oh boy, is this good!"

Lorraine chose to make chocolate eclairs (French) from the Better Homes and Gardens Cookbook. She used the following recipe:

Eclairs

1/2 cup butter or margarine
1 cup boiling water
1 cup sifted all-purpose flour
1/4 tsp. salt
4 eggs

Oven 450°

Melt butter in boiling water. Add flour and salt, stir vigorously. Cook, stirring constantly until mixture forms a ball that doesn't separate. Remove from heat and cool slightly. Add eggs one at a time, beating until smooth. Put mixture through pastry tube or press, making 3/4 inch wide strips on a greased cookie sheet. Bake at 450° for 15 minutes, then at 325° for 25 minutes. When baked, split and dry shells. Fill with vanilla pudding. Melt chocolate and 1 tsp. butter over low heat. Remove from heat, stir in 1 cup powdered sugar and 2 tbsp. hot water. Beat until smooth. Frost eclairs. Refrigerate until serving time.

Lorraine followed directions precisely and only asked questions when uncertain of a cooking term. "Mommy, what does it mean to split and dry the shells?" "How long do I have to stir this?" "My arm is tired," as she stirred the flour into the butter-water. She not only met the objectives of the project but increased her knowledge of cooking terminology and used manipulative skills forming the shells.

Gary asked if he could help and the response was a resounding "No! I want to do this myself!"

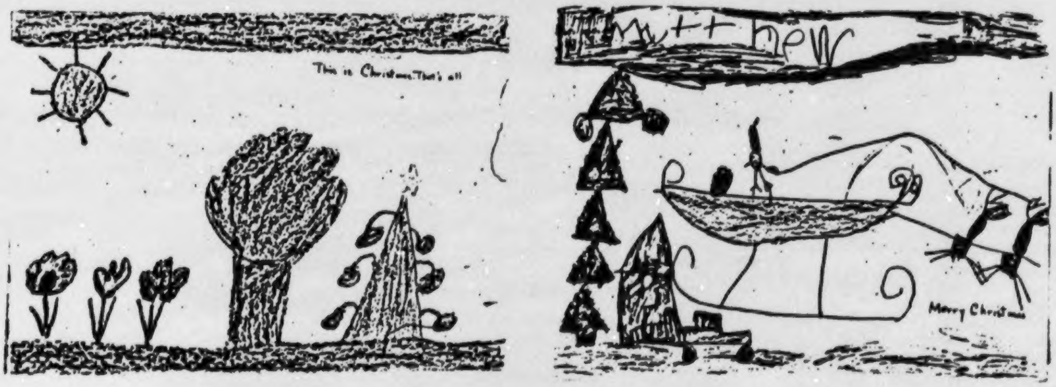
At home, Lorraine applies the reading and math measuring skills she learned at school. . .

*. . .as she makes chocolate eclairs--
a dish her French ancestors might
have made.*

2. *Helping children learn about their own and other cultures*

The family of Connie Wiseman, a parent in Washoe County, Nevada, has always celebrated traditional holidays by making candy and decorating their home in special ways. This time, Connie chose to help her children discover more about the values and beliefs behind special days and traditions. She describes the activities that her family experienced:

> This year, we started about Christmas time. My original idea with that was to give the kids an awareness of where the different types of celebrations concerning Christmas came from. For example, the wreath, the Christmas tree, and things like that. We discussed a lot of different traditions and where they came from, e.g., Christmas cards coming from England--that's their originating point. Germany came up in reference to the Christmas tree. And stockings came from the wooden shoes in Holland. Together we read "'Twas the Night Before Christmas" and then the kids drew pictures of Christmas and what it meant to them.


This is Christmas That's all
Merry Christmas

Connie's children illustrate their own Christmas cards after learning about different groups' Christmas traditions.

> Then, we studied what the Chinese New Year is about. We got a book and discussed how the Chinese name years--the Year of the Rooster is what the current year is--and the Year of the Dog, the Year of the Monkey. We compared it with our own. For example, in our family we celebrate New Year's--usually with a big meal that everybody is sick from afterward. And then how the Chinese start the New Year fresh by going out and paying all their debts from the previous year and they clean the house and bathe themselves and clean their clothing. And the kids found that quite interesting.

> Since we had been enjoying all these different type holidays, I just told them: Hey, I just found another obscure holiday. You guys want to have some fun with it? So they said: Yeh, what is it? Arbor Day. This was a holiday where everybody gets out and celebrates spring by planting something. Do you want to go for it? And they said: Sure, let's do it. So we went over to the nursery and looked through the different types of trees--we already had some apricot trees and an apple tree, so we decided we wanted to plant a plum and a cherry tree. We wandered around and they each had their own choice, naturally. Finally we narrowed it down and bought two trees and brought them home. The next day we went out and each one had his little chore to do. We got out there and dug a hole. Each one of us helped dig the hole and planted the fruit trees and fertilized them and that sort of thing. From this experience the kids learned some things about their own culture here in the United States, and they practiced their math skills as they measured fertilizer and dug holes deep enough to plant.
>
> For St Patrick's Day, we checked out a book and studied the life of St. Patrick. We found out he was not Irish at all but was English. We checked a book out of the library and read it quite thoroughly and no one knows--we found out that no one knows where he's buried--and the kids were kind of fascinated with that. They found out where the wearing of the green originated from--from the Irish people burning green grass and trees and things like that in springtime. It was supposed to bring luck to their crops--that's where that green business comes from.
>
> As the kids and I studied each holiday, we had plenty of time to compare our own or other ethnic group practices to our own family's. For example, related to St. Patrick's Day, we come from Irish extraction and we used that as a comparison to see how it was back then and how we celebrate it. And of course, how we celebrate New Year's compared to how the Chinese celebrate New Year's. The children even found that they liked one way of doing something better than traditional ways. My family has never been together so much as this year when we went so deep into each celebration.

Jimmy Martinez, a parent from Fresno, California, is one of many parents involved with the RMBS project who believes in helping her child learn about other ethnic groups by encouraging him to mix with his peers from other ethnic groups. She says:

> I think the biggest thing about multicultural education is that kids learn to respect and project themselves among other children. They're able to express themselves and not feel that they're going to be put down or something.

She therefore makes her home available to all children in the neighborhood and encourages her son to mix with children from many different groups.

Moreover, she encourages the children to discuss their differences and admonishes them when they make biased statements.

When used critically, the television can also be a tool for helping children gain facts about other groups. Bev Webber describes an experience she had with her daughter:

> We used the television set as a springboard for discovering information about lots of different people. For example, there was a program they had on a local channel about Eskimos and my child had had a little bit in her reading book at school about Eskimos. We compared what she had read with what she was seeing on the television set and the differences between the two and the similarities. I think it increased her knowledge. It certainly increased mine.

Bev Webber's children also had the opportunity to use the public library to learn about other cultures and develop research skills as they tried to locate stories, fables and legends from Mexico. She says:

> Gary couldn't find Mexico in the card catalog. "I looked but I couldn't find it." So we went to the card catalog and, sure enough, there was Mexico. I showed Gary how to look for the decimal number in the upper left corner. He wrote it on a slip of paper along with the titles and authors of the books. Then we looked on the shelves for 917.2 and found two books suitable for younger children. After we picked those Gary asked, "Now can I get some books for myself?" and headed for the science section.

As the children used these books they enjoyed discovering the influence of the Spanish on the western U.S. Bev states:

> By using the Golden Book Encyclopedia and the Western Hemisphere map, we found that many names of places in the western U.S. are of Spanish origin, i.e., San Francisco, Las Vegas (the restless), Vallejo (small valley). Gary thought of Los Angeles. We discovered Sacramento means taking the (church) sacraments. We also talked about the fact that words we use, like rodeo and patio, are from Mexico.
>
> After talking about our country's Spanish heritage, we began to prepare refried beans and tortilla chips. Lorraine had a chance to practice her ability with fractions. She bought three packages of corn tortillas. First she cut them in halves, then quarters, then eighths. When the tortillas were all cut, she heated 1/4" of oil in a heavy skillet. When the oil was hot, she fried the tortilla wedges until crisp and put them in a paper bag to drain.

A multicultural lunch activity also helped children to get to know people of other ethnic groups and at the same time increase their language arts skills. A. Mack, one of the Reno, Nevada parents who participated in the RMBS project, described how it got started:

> I knew I was going to work with kids in my neighborhood--I'd made up my mind about that. So Bev and I got to talking--"We ought to do some cooking"--and then she says, "Yeah, maybe you can cook with your kids and I'll cook with mine and we'll get together and have a luncheon." Then we decided, why not invite other parents? That's how the whole thing got started...

A. Mack (right) and her daughter were two of the parents who started the multicultural lunches where children in the neighborhood learned to cook ethnic food.

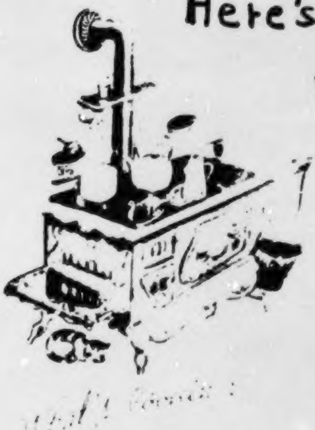
> I started developing the cookbook with the children one time when we weren't quite prepared. We hadn't set up for the kids and I was trying to think of something to do while my daughter was getting the kitchen ready. I had them cut out pictures. We were going to have vegetable soup, so I had them cut out pictures of what would go into the soup, and had them paste them onto the paper. I knew my granddaughter liked to do things with her hands. She's always cutting out things, so I said "Why don't we just make a book"--that's how that idea got started. They were really enthusiastic. They liked it. It was fun.

The first lunch took place at Bev Webber's home. At that time, two of the parents and several children from the neighborhood came and brought a dish. After this successful experience, several other mothers became interested. For the next event, the mothers planned for each child to prepare a dish that related to his or her own culture.

That Saturday, one parent went from home to home, as the children prepared their contributions, and snapped photographs of the process. Later, all participants met at one person's home and had a joyous social celebration. This time, all the mothers joined the group.

Several days later, the children got together and each made a cookbook by providing the recipe for the dish that he or she prepared and writing or dictating comments about how he or she felt as the dish was being prepared. During the next few weeks, the fathers indicated their interest in joining the group, so the third lunch, which took place at a local park, included the fathers, who had never met each other and who later decided to form their own bowling team. Toward the end of the school year, another event was planned. This time, the author was the honored guest of this budding group and I was delighted to join in the festivities and comraderie of a group of people who chose to practice pluralism in their own homes and community.

The author practiced making Indian Fry Bread at Mrs. Wyatt's house one night.



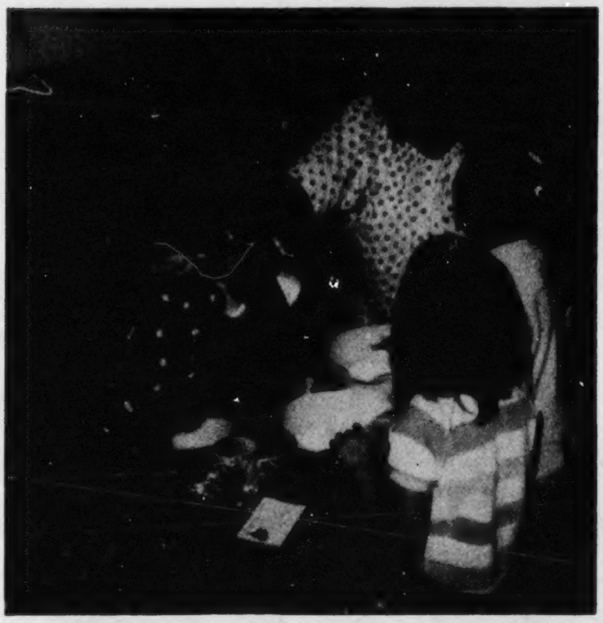
Here's whats cookin:

Indian Fry Bread

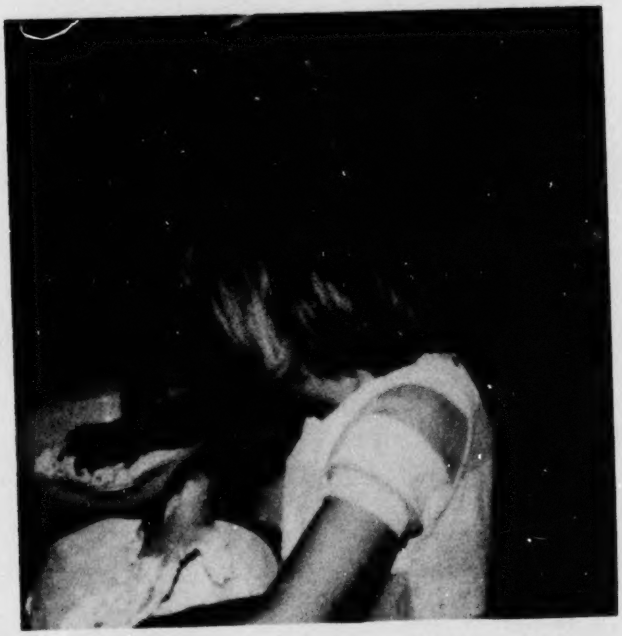
2 cups of flour
1/4 tea. of salt
3 tea. of baking powder
1 c. water

Recipe from the kitchen of - Connie Wyatt

Jennifer's own cook book includes a recipe she helped use and tells how she felt about preparing food for the multicultural lunch.



We were measuring the flour and putting it in our bowls.



We were mixing up the flour, salt, and baking powder, and water.

I was playing with the dough. Ms. Wyatt helped us.